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ABSTRACT

This second of a two-part study designed to develop a hospitality education program model for Hawaii's community colleges is based on the primary data gathered in a survey of the hospitality industry characteristics, manpower requirements, and employment demands. (Survey data is reported in volume 1 of the study.) The introductory section of this document describes the hospitality industry's growth, implications for education, and the development of the project. The introduction is followed by descriptions of the systems approach to program planning, the hospitality education program model, and its curriculum design. Seven major curriculum areas included in the program are then identified and the performance objectives of the core learning modules and specialized learning modules are presented. Finally implementation plans based on existing curriculums and courses are discussed. The appendexes comprise the majority of the document and include course outlines for the core learning modules and specialized learning modules and questions for project implementation. (BM)

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EXEMPLARY PROJECT

CURRICULUM GUIDE FOR HOSPITALITY EDUCATION

Part II

Prepared by: Henry Kalani, Project Director

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CE 013 847

FOREWORD

The *Curriculum Guide for Hospitality Education* was designed to serve as a model for the development of new programs or for the improvement of existing programs in the University of Hawaii's community colleges.

This Guide reflects the tireless and innovative efforts of the Project Director and the support of the Advisory Committee. The advisory committee provided the Project Director with continued sustenance which proved essential to the success of this project.

It is my hope that this model will provide the guidance for continued high performance by college personnel who are participating in preparing students for careers in the Hospitality Industry.

Shiro Amioka

Shiro Amioka

The Honorable George Ariyoshi, Governor
State of Hawaii

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Ala Moana Hotel

Aloha Air Lines

Halekulani Hotel

Hawaiian Adventure Tours, Ltd.

Hawaiian Regent Hotel

Island Holiday Resorts, Ltd.

Island Holiday Tours

Kahala Hilton Hotel

Kaimana Beach Hotel

Kona Lagoon Hotel

Queen Kapiolani Hotel

Sheraton Waikiki

SITA World Travel, Inc.

Waikiki Holiday

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RECOMMENDATIONS FOR DEVELOPING AND COORDINATING HOSPITALITY EDUCATION

RECOMMENDATIONS FOR DEVELOPING AND COORDINATING HOSPITALITY EDUCATION

In the CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART I's research data clearly showed the impact of industry needs on job positions, qualifications, and job demand factors. It called upon education, particularly the community colleges, to look to industry for developing hospitality education programs. Such programs definitely call for cooperative planning and leadership to bring together the forces of industry and education. Based on these findings the Exemplary Project makes the following recommendations:

SUGGESTED HOSPITALITY EDUCATION CURRICULUMS OF THE EXEMPLARY PROJECT BE ADOPTED STATEWIDE.

All courses leading to completion of hospitality education will be standardized throughout the State: course title, credits, instructional methods, and performance objectives.

With courses, credits, and curriculums uniform throughout the college system, students can transfer with ease.

Standardization in learning will assure both students and industry that preparation in education and training will meet job requirements, thus enabling students to qualify for work in the hospitality industry in any part of the State.

A STATEWIDE HOSPITALITY EDUCATION PROGRAM AND COORDINATING COMMITTEE BE ESTABLISHED.

The Statewide Hospitality Industry Advisory Committee for this three-year Exemplary Project should be retained to be incorporated into a permanent committee to encourage the growth, coordination and implementation of hospitality education in Hawaii. Memberships should represent all facets of hospitality industry and be for a specified period of time. In addition the community colleges on each island also maintain or establish an Advisory committee.

INDUSTRY AND GOVERNMENT MUST ACT NOW TO FURTHER MEET THE MANPOWER AND TRAINING NEEDS OF THE HOSPITALITY INDUSTRY.

It is time for both industry and government to take more definitive action to preserve and enhance Hawaii's most important industry.

Economic, social, and cultural plans and policies need to be continually advanced specifing the type and location of tourist facilities, training and educational requirements needed for employment, activities for residents, and the preservation and establishment of cosmopolitan communities.

Industry and government should continue to encourage all educational institutions, particularly the community colleges, to further carry out education programs jointly with industry to further develop this most viable and economically strong industry with trained manpower.

A STATEWIDE ANNUAL ARTICULATION MEETING BE HELD TO REVIEW HOSPITALITY EDUCATION AND TRAINING ACTIVITIES.

At this meeting manpower requirements, job demands, and special needs be examined along with the problems, solutions and accomplishments in education and training. Members of the hospitality industry, educators, and other involved personnel be invited to participate.

IN DEVELOPING NEW AND REVISED OCCUPATIONAL PROGRAMS THIS CURRICULUM GUIDE BE USED AS A MODEL.

The curriculum design for the Exemplary Project follows a systems approach to program planning and curriculum development and should serve as a model for such occupational programs in Hawaii's community colleges.

INTRODUCTION

INTRODUCTION

GROWTH OF THE HOSPITALITY INDUSTRY[1] WORLDWIDE.

The growth of international tourism has been nothing short of phenomenal judging by the increase of international travelers from 71 million in 1960 to 200 million in 1974. While there is a lack of clear data on future expansion, many countries, mindful of tourism's impact on economic well-being, have given added support to hospitality services. Correspondingly, such encouragement soon necessitated the formation of policies and agencies to deal with the anticipated growth.

GROWTH OF THE HOSPITALITY INDUSTRY IN HAWAII.

The findings of the CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART I, show that the hospitality industry plays a major role in Hawaii's economy. In Hawaii, for the past two decades, tourism has been the fastest growing industry and Hawaii's greatest hope for future economic prosperity. In recognition of this, the 1976 State Legislature established the State Tourism Advisory Committee to assist the governor in developing guidelines for a 10-year Growth Plan.

Recent projections indicate that the hospitality industry will continue to grow at the rate of 10-20% annually. For 1982, the projections are 6 million visitors, 76,000 hotel rooms, and 55,000 employees. Corresponding studies made by various private and governmental groups indicate a similar growth forecast. Clearly then, tourism will continue as the principal source of employment opportunities as well as the major contributor of tax revenues.

Continous growth of the hospitality industry is, therefore, important to Hawaii's people, and it should be quality growth. To maintain quality the industry must recognize a need for employee training and education to make hospitality employment meaningful and satisfying for all concerned.

---

1. ...hospitality industry, covers those sections of the general economic environment that operates to meet lodging, vacation, business, and recreational needs of visitors and the resident population. Specifically, the industry includes hotels, eating and drinking establishments, travel and tour services and air transportation.

   Henry Kalani, CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART I, pg. 7.

IMPLICATIONS FOR EDUCATION.

The need for adequately qualified manpower cannot be ignored. Recognizing the importance of skills training, educators have already begun to develop multi-level training programs for certain occupational areas. More concentrated effort along this line is indicated to meet the increasing demand for such programs.

The National Restaurant Association, for example, projects a need for 250,000 new employees each year. The American Hotel and Motel Association also, projects a need of 100,000 new hotel employees each year. These figures are in addition to employees needed to replace those lost through retirement, death, and normal attribution. Education, through special in-service training and career educational programs, appears to be the principal answer to the program of developing a human resource pool for the present and for future needs of the industry.

DEVELOPMENT OF THE PROJECT, PART II (1975-76).

The Exemplary Project, CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART II, with Henry Kalani as Project Director was approved and funded for a second year beginning September, 1975.

Major Goals of Part II

The CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART I, was institutional research. The primary data gathered on industry characteristics, manpower requirements, and employment demands led to an intensive skills survey of industry personnel. These findings led to the development of the goals and objectives for Part II.

The major goal for CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART II, is the development of a hospitality education program model for Hawaii's community colleges. The program model serves as the basis for establishing new curriculums and courses, and for revising current curriculums.

Objectives of Part II

The CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART II includes the following specific tasks:

1. To design the program model with core learnings and specialized learning objectives
2. To identify seven curriculums in hospitality education with certificate and degree options
3. To write course outlines for all modules identified in the seven curriculums
4. To provide suggestions for program implementation by the community colleges.

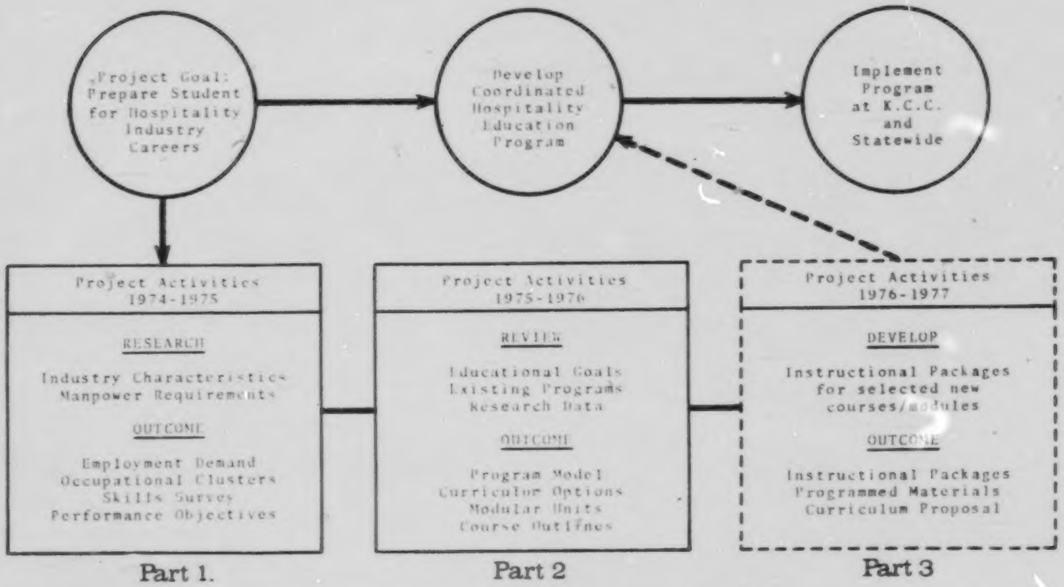
The following figure diagrams the total Exemplary Project. The Project Activities 1974-75 are completed and published in the CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART I. This publication covers the Project Activities 1975-76.

In Part III, the Exemplary Project proposes to develop the module courses into instructional packages. These will be ready and made available to all community colleges for use in their hospitality education programs by June, 1977.

Figure 1

EXEMPLARY PROJECT FLOW CHART

HOSPITALITY EDUCATION
for Hawaii's Community Colleges



Project Goal: Prepare Student for Hospitality Industry Careers
Develop Coordinated Hospitality Education Program
Implement Program at K.C.C. and Statewide
Project Activities 1974-1975
RESEARCH
Industry Characteristics
Manpower Requirements
OUTCOME
Employment Demand
Occupational Clusters
Skills Survey
Performance Objectives
Project Activities 1975-1976
REVIEW
Educational Goals
Existing Programs
Research Data
OUTCOME
Program Model
Curriculum Options
Modular Units
Course Outlines
Project Activities 1976-1977
DEVELOP
Instructional Packages for selected new courses/modules
OUTCOME
Instructional Packages
Programmed Materials
Curriculum Proposal
Part 1.
Part 2
Part 3

SYSTEMS APPROACH TO PROGRAM PLANNING FOR HOSPITALITY EDUCATION

SYSTEMS APPROACH TO PROGRAM PLANNING FOR HOSPITALITY EDUCATION

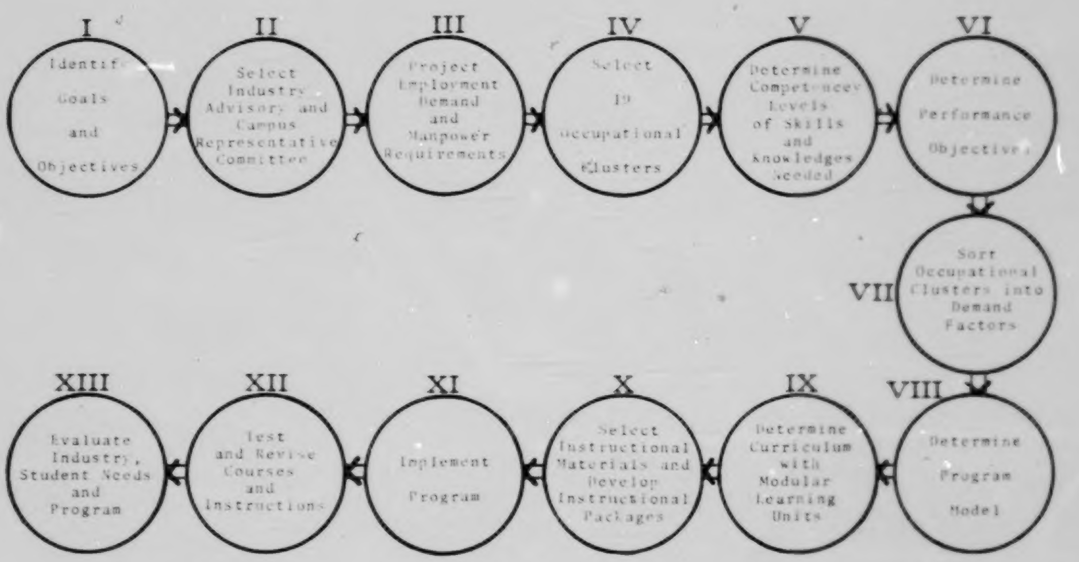
In preparing the CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART II the Director was encouraged by his associates to continue the successful format used in PART I.

ESTABLISHING THE SYSTEMS APPROACH.

The Systems Approach in summary:

Figure 2

The Systems Approach To Program Planning


I
Identify Goals and Objectives
II
Select Industry Advisory and Campus Representative Committee
III
Project Employment Demand and Manpower Requirements
IV
Select 19 Occupational Clusters
V
Determine Competency Levels of Skills and Knowledges Needed
VI
Determine Performance Objectives
VII
Sort Occupational Clusters into Demand Factors
VIII
Determine Program Model
IX
Determine Curriculum with Modular Learning Units
X
Select Instructional Materials and Develop Instructional Packages
XI
Implement Program
XII
Test and Revise Courses and Instructions
XIII
Evaluate Industry, Student Needs and Program

Systems

I IDENTIFY GOALS AND OBJECTIVES

II SELECT INDUSTRY ADVISORY AND CAMPUS REPRESENTATIVES COMMITTEES

III PROJECT EMPLOYMENT DEMAND AND MANPOWER REQUIREMENTS

IV SELECT OCCUPATIONAL CLUSTERS

V DETERMINE COMPETENCY LEVELS OF SKILLS NEEDED BY EACH OCCUPATIONAL CLUSTERS

VI DETERMINE PERFORMANCE OBJECTIVES

TO PROGRAM PLANNING

Education

Activities

1. Discuss concerns with industry and college
2. Review student needs, resources and educational objectives
3. Obtain administrative support
4. Examine preliminary findings

1. Select a statewide representative body
2. Accept an appointed representative from each participating college
3. Meet periodically to review, advise, recommend,and articulate reports

1. Determine Hospitality Industry components
2. Project statewide and county manpower needs over seven years
3. Review past growth and needs

1. List job titles of industry personnel
2. Group into occupational clusters
3. Identify 19 clusters
4. Do job analysis for each cluster

1. List skills and knowledge needed for each task
2. Analyze compentency levels
3. Divide into minimal and desirable requirements

1. Write student criterion objectives for each skill and knowledge listed

Systems

VII SORT OCCUPATIONAL CLUSTERS INTO DEMAND FACTORS

VIII DETERMINE PROGRAM MODEL

IX DESIGN CURRICULUMS WITH MODULAR LEARNING UNITS

X SELECT INSTRUCTIONAL MATERIALS AND DEVELOP INSTRUCTIONAL PACKAGES

XI IMPLEMENT PROGRAM

XII TEST AND REVISE COURSES AND INSTRUCTIONS

XIII EVALUATE INDUSTRY, STUDENT NEEDS AND PROGRAM

TO PROGRAM PLANNING

Education

Activities

1. Sort jobs according to high, medium and low employment demand
2. Select high and medium demand occupational clusters

1. Review skills and knowledge
2. Group core and specialized learning units
3. Establish program model

1. Select learning units for curriculums
2. Establish seven curriculums with certificate and degree options
3. Write course outlines

1. Review and purchase prepared materials
2. Develop materials and combine with purchased materials
3. Write instructional packages for campus and industry use

1. Review Board of Regents requirements
2. Write curriculum proposal
3. Articulate proposal through appropriate channels for approval

1. Conduct the instructional program

[illegible] Try out instructional packages

3. Revise the materials and learning experiences

1. Follow Community College Systems Office's Program Evaluation Guidelines
2. Review industry and government reports
3. Evaluate and revise program

PROGRAM MODEL FOR HOSPITALITY EDUCATION

PROGRAM MODEL FOR HOSPITALITY EDUCATION

GENERAL SCOPE OF THE MODEL.

Using institutional research examined in CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART I on manpower requirements for the 19 occupational clusters, this program model follows a progression that merges into curriculums meeting both industry needs and educational goals.

The Program Model

First: Established employment demand from high to low;

Second: Selected high and medium occupational classifications;

Third: Reviewed skills and knowledge of selected occupational classfications;

Fourth: Decided on major curriculums.

First: Demand Factor

Among the 19 occupational classifications surveyed in Part I, many of the job positions fell into high to low employment demand categories.

HIGH EMPLOYMENT DEMAND	Food and Beverage Service Personnel Food Preparation Personnel Housekeeping Personnel Maintenance Utility Personnel Guest Contact Personnel Office Clerical Personnel Management and Professional Personnel Accounting Personnel
MEDIUM EMPLOYMENT DEMAND	Uniform Service Personnel Attendant Personnel Other Maintenance and Mechanical Personnel Reservations and Ticketing Personnel Sales Personnel Storeroom Personnel Security Personnel

LOW EMPLOYMENT DEMAND	Dispatcher Personnel
	Other Transportation Personnel
	Recreational Personnel
	Computer Personnel

Second: Selection Factor

From the 19 occupational clusters, 15 occupational clusters were selected which would provide significant employment and career opportunities.

(1) Supervisory, mid-management and professional
(2) Sales
(3) Guest contact clerical
(4) Office clerical
(5) Accounting
(6) Storeroom
(7) Security
(8) Uniform services
(9) Housekeeping
(10) Mechanical and maintenance journeymen
(11) Grounds and maintenance utility
(12) Food and beverage service
(13) Food preparation and kitchen
(14) Reservations and ticketing
(15) Guide Attendant

Third: Skills and Knowledge Factor

With the selection of the 15 occupational clusters, a thorough review of needed skills and knowledge was done in order to develop curriculums that provided necessary training and education.

Analysis of the Skills Survey, Part I indicates that there are two classes of skills and knowledge which can be grouped into: (a) core learnings and (b) specialized learnings. It is evident, therefore, that any curriculum developed for hospitality education should plan to incorporate each of these. Core learnings are an important part of all 15 occupational clusters. In addition to the core learnings, specialized learnings would be required for food and beverage services; and hotel, tour, and travel services.

Fourth: Curriculums Factor

The 15 selected occupational clusters suggest that they can be divided into two curriculum components: food and beverage service and hospitality service.

Based on these two components the Exemplary Project proposes seven major curriculums, any or all of which are recommended for development by each of Hawaii's community college to prepare students for gainful entry-level employment and career consideration in the hospitality industry.

a. Food and Beverage Service Curriculums:

(1) Restaurant Operations
(2) Culinary Arts - general cooks
(3) Culinary Arts - Chefs
(4) Food Service Management

b. Hospitality Service Curriculums:

(5) Hotel Operations
(6) Travel Operations
(7) Hospitality Service

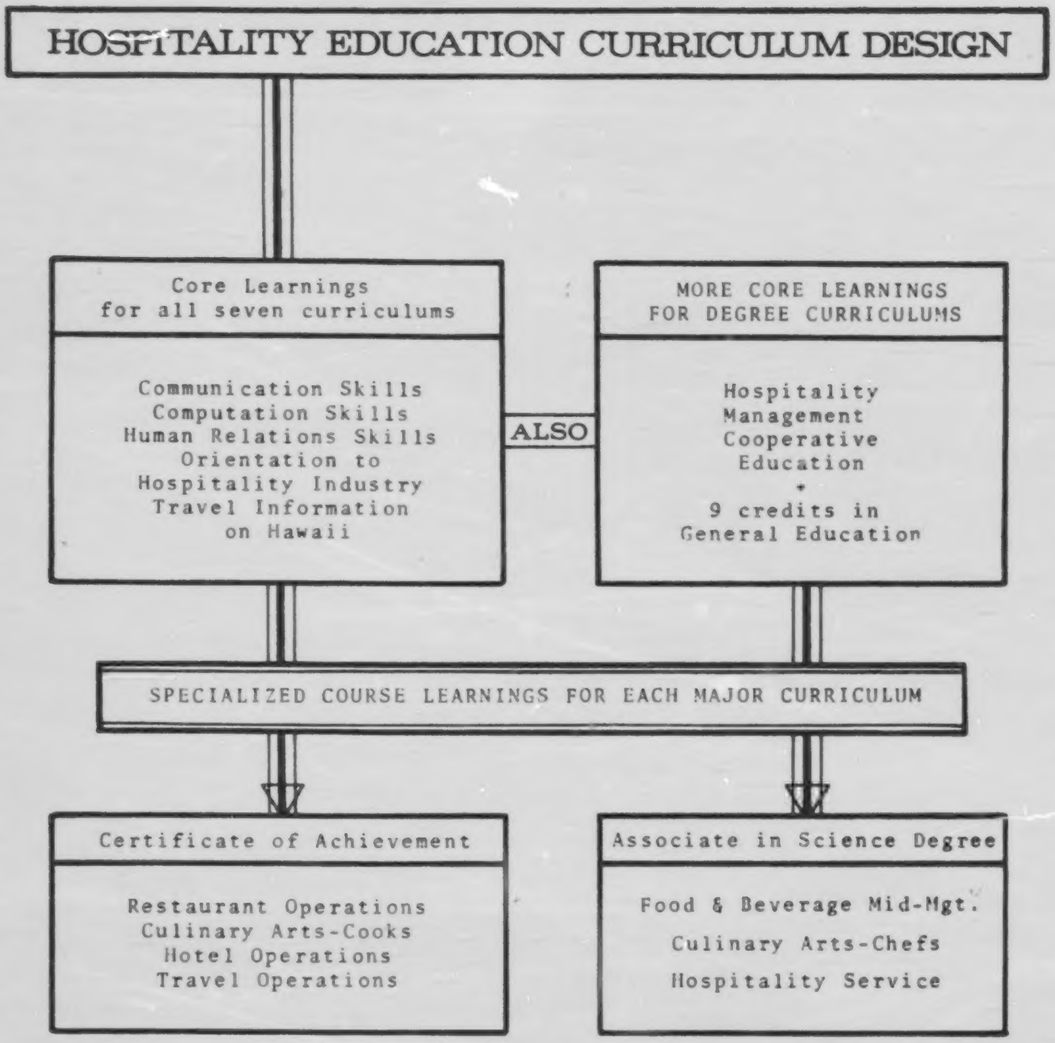
Upon meeting the requirements of a major curriculum the student will be awarded a certificate or degree testifying to preparation for entry-level and specialized career positions:

a. Certificate of Achievement, for those job positions that are first-line entry but require some cognitive and affective learning, as well as psychomotor learning;

b. Associate in Science Degree, for those job positions that have career ladder potential and require cognitive, affective, and psychomotor learning;

c. The Exemplary Project suggests the awarding of a Certificate of Completion for students or workers who satisfactorily complete a special course or skill that requires training for a short period of time.

Figure 3


HOSPITALITY EDUCATION CURRICULUM DESIGN
Core Learnings
for all seven curriculums
Communication Skills
Computation Skills
Human Relations Skills
Orientation to
Hospitality Industry
Travel Information
on Hawaii
ALSO
MORE CORE LEARNINGS
FOR DEGREE CURRICULUMS
Hospitality
Management
Cooperative
Education
+
9 credits in
General Education
SPECIALIZED COURSE LEARNINGS FOR EACH MAJOR CURRICULUM
Certificate of Achievement
Restaurant Operations
Culinary Arts-Cooks
Hotel Operations
Travel Operations
Associate in Science Degree
Food & Beverage Mid-Mgt.
Culinary Arts-Chefs
Hospitality Service

CURRICULUM DESIGN FOR HOSPITALITY EDUCATION

CURRICULUM DESIGN FOR HOSPITALITY EDUCATION

In examining the educational needs of the hospitality education program, two types learnings were indicated: core learnings or courses to be taken by everyone planning to work in the industry; and specialized learnings or courses for those seeking a special skill degree before employment. These learnings or courses, set up in module units, were incorporated into a structural design for the seven major curriculums.

JUSTIFICATION FOR THE DESIGN.

The Core Learnings

There are certain basic skills and knowledge that a person must possess to be qualified for job placement in the hospitality industry and also to find personal satisfaction. These are the core learnings or courses important to all industry personnel:

- Communication Skills
- Computation Skills
- Culinary Terms
- Human Relations Skills
- Industry Orientation
- Information on Hawaii

These core learnings or courses were developed for the three degree curriculums:

- Cooperative Education
- Hospitality Management

The Specialized Learnings

Each occupation in the industry carries with it requirements for certain skills needed to get the job done. It is significant that in today's job market two areas, food and beverage, hotel and travel service command total employment in Hawaii's hospitality industry. In general, jobs in food and beverage are dining room attendants, food preparation and kitchen personnel, supervisory personnel; and in hotel and travel service they are those who work in hotels and in tour and travel. These specialized learnings or courses were developed to meet the special needs of this segment of industry's personnel:

- Food and Beverage Service Skills

- Food Preparation Skills

- Hotel Service Skills

- Travel Service Skills

- Salesmanship

- Business Machines

- Computer Science

THE CURRICULUM DESIGN

The two sectors of learnings form the framework for the curriculum design. Within this structure, students will find their area of study, from basic to advanced, from entry-level jobs to management positions. Each major curriculum employs the same structural design.

1. Each curriculum will include selected core learnings or courses;

2. Each curriculum will offer training in specific skills for targeted job positions.

EXPLICATION ON SELECTION OF CORE AND SPECIALIZED COURSES

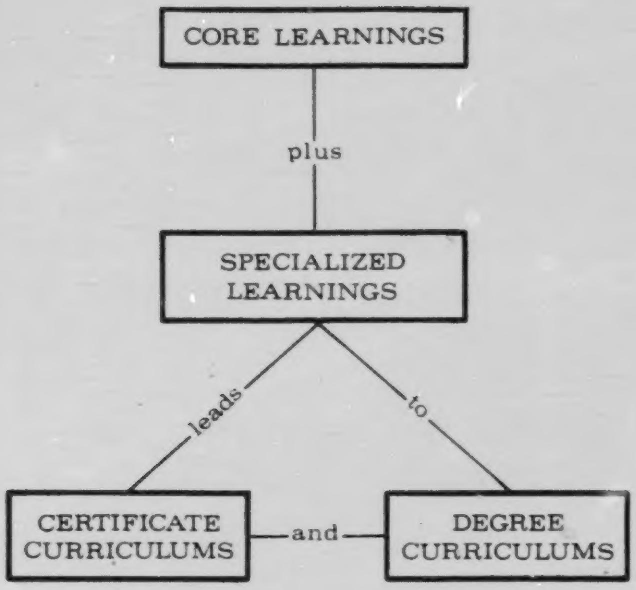
Once the curriculum design was established, the task at hand was to develop core and specialized courses that would best prepare students to enter the job market as qualified persons well able to find a place for themselves in the hospitality industry.

As plotted in the curriculum design, every student, whatever curriculum he is enrolled in, will receive corresponding parallel learnings in general skills and knowledge. In the structure of special training courses, however, attention is given primarily to particular job demand and needs.

In summary, the design for each curriculum includes:

Figure 4

The Hospitality Education Curriculum Design


CORE LEARNINGS
plus
SPECIALIZED LEARNINGS
leads
to
CERTIFICATE CURRICULUMS
and
DEGREE CURRICULUMS

MODULE APPROACH

Because of the unique characteristics of education and training in this curriculum design, i.e., that competencies in skills and knowledge be identified and attained, the methods of instruction, too, must be unique. For this reason the module approach has been selected:

1. The module approach seems to be the most direct and clear method in instructing and learning for both campus and industry;
2. The module, a unit of study, sets goals to achieve. Each step of the way, the student is expected to attain certain learning objectives until at the end of the module, the goals have been reached;
3. After completion of a required module the student is ready to move on to the next course of study or employment;
4. The module approach is also excellent for persons fully employed who need to upgrade their skills.

SEVEN MAJOR CURRICULUMS FOR HOSPITALITY EDUCATION

SEVEN MAJOR CURRICULUMS FOR HOSPITALITY EDUCATION

In this section, course requirements for the seven major curriculums have been selected and organized according to industry's employment needs and demands. Each course is divided into learning modules clearly defined with performance objectives and experiences. The module lends itself well to unit study, scheduling, individualized learning, and mobile classroom instruction.

Of particular interest is the fact that the Certificate of Achievement curriculums can build up toward the Associate in Science Degree curriculums. Students, who express a desire for further career development and have demonstrated the capacity to profit from this, will now be able to enter the degree curriculum with maximum flexibility.

The Exemplary Project's seven major curriculums are:

I. RESTAURANT OPERATIONS (Certificate of Achievement)

II. FOOD AND BEVERAGE MANAGEMENT (Associate in Science Degree)

III. CULINARY ARTS - General Cooks (Certificate of Achievement)

IV. CULINARY ARTS - CHEF (Associate in Science Degree)

V. HOTEL OPERATIONS (Certificate of Achievement)

VI. TRAVEL OPERATIONS (Certificate of Achievement)

VII. HOSPITALITY SERVICES (Associate in Science Degree)

I. RESTAURANT OPERATIONS (Certificate of Achievement)

Upon satisfactory completion of this curriculum a student receives a Certificate of Achievement. He is prepared for entry-level food and beverage service employment in commercial food and beverage establishments.

Core Course Requirements	Modular Units	Course Credits
Hospitality Oral/Aural Skills		2
Module B Listening and Memory Building	(1)	
Module G Situational Communication	(1)	
Computation Skills - Basic Mathematics		4
Hospitality Work Relations		3
Module B Personal Development	(1)	
Module C Work Attitudes	(1)	
Module D Customer Relations	(1)	
Orientation to Hospitality Industry		3
Module B Survey of Hospitality Industry	(1)	
Module C Food Sanitation and Safety	(1)	
Module E First Aid	(1)	
Travel Information on Hawaii		
Module B Hawaii, Growth and Development	(1)	
Module C Hawaii, The Aloha State	(1)	
Module D Island Sites and Attractions	(1)	
Specialized Course Requirements		
Menu Analysis and Culinary Terminology		1
Food and Bevergae Service		8
Module B Dining Room Organization	(1)	
Module C Table Setting Techniques	(1)	
Module D Table Service Techniques	(3)	
Module E Beverage Service Techniques	(1)	
Module F Hosting and Cashiering	(2)	
Salesmanship - Principles and Methods of Salesmanship		3
	TOTAL	27

Recommended Electives		
Cooperative Education	(1-4)	
Ten Key Adder	(1)	

II. FOOD AND BEVERAGE MANAGEMENT (Associate in Science Degree)

Upon satisfactory completion of this curriculum a student will receive an Associate in Science Degree. Students will be prepared for specialized employment in food and beverage establishments.

Core Course Requirements	Modular Units	Course Credits
Hospitality Oral/Aural Skills		3
Module D Discussion Techniques	(1)	
Module E Parliamentary Procedures	(1)	
Module F Telephone Techniques	(1)	
Writing Skills for Industry		3
Module B Functional Writing	(1)	
Module C The Business Letter	(1)	
Module D Memorandums and Reports	(1)	
Computation Skills - Applied Mathematics		3
Hospitality Work Relations		3
Module B Personal Development	(1)	
Module C Work Attitudes	(1)	
Module D Customer Relations	(1)	
Cooperative Education		4
Orientation to Hospitality Industry		3
Module B Survey of Hospitality Industry	(1)	
Module D Hotel Maintenance and Safety	(1)	
Module E First Aid	(1)	
Travel Information on Hawaii		3
Module B Hawaii, Growth and Development	(1)	
Module C Hawaii, The Aloha State	(1)	
Module D Island Sites and Attractions	(1)	
Specialized Course Requirements		
Menu Analysis and Culinary Terminology		1
Food and Beverage Service		8
Module B Dining Room Organization	(1)	
Module C Table Setting Techniques	(1)	
Module D Table Service Techniques	(3)	
Module E Beverage Service Techniques	(1)	
Module F Hosting and Cashiering	(2)	
Food Preparation, Beginning		7
Module B Kitchen Organization	(1)	
Module C Hot Food Preparation I	(2)	
Module D Cold Food Preparation I	(2)	
Module E Baking I	(2)	
Food Preparation, Intermediate		7
Module B Hot Food Preparation II	(2)	
Module C Short Order Cooking	(2)	
Module D Pantry	(2)	
Module E Baking II	(1)	
Hospitality Management		6
Module B Functions of Management	(1)	
Module C Operational Systems	(1)	
Module D Purchasing and Inventory Control	(1)	
Module E Cost Control Procedures	(1)	
Module F Personnel and Training	(1)	
Module G Facilities - Layout and Design	(1)	
General Education Requirements		9
	TOTAL	60

III. CULINARY ARTS - General Cooks (Certificate of Achievement)

Upon satisfactory completion of this curriculum a student will receive a Certificate of Achievement. The curriculum is designed to give students basic training in food preparation and kitchen employment for hotels, restaurants, tour and travel establishments.

Core Course Requirements	Modular Units	Course Credits
Hospitality Oral/Aural Skills		2
Module B Listening and Memory Building	(1)	
Module G Situational Communication	(1)	
Computation Skills - Basic Mathematics		4
Hospitality Work Relations		3
Module B Personal Development	(1)	
Module C Work Attitudes	(1)	
Module D Customer Relations	(1)	
Orientation to Hospitality Industry		3
Module B Survey of Hospitality Industry	(1)	
Module C Food Sanitation and Safety	(1)	
Module E First Aid	(1)	
Travel Information on Hawaii		3
Module B Hawaii, Growth and Development	(1)	
Module C Hawaii, The Aloha State	(1)	
Module D Island Sites and Attractions	(1)	
Specialized Course Requirements		
Menu Analysis and Culinary Terminology		1
Food Preparation, Beginning		7
Module B Kitchen Organization	(1)	
Module C Hot Food Preparation I	(2)	
Module D Cold Food Preparation I	(2)	
Module E Baking I	(2)	
Food Preparation, Intermediate		7
Module B Hot Food Preparation II	(2)	
Module C Short Order Cooking	(2)	
Module D Pantry	(2)	
Module E Baking II	(1)	
Food and Beverage Service		1
Module B Dining Room Organization		
	TOTAL	31

IV. CULINARY ARTS - CHEF (Associate in Science Degree)

An Associate in Science Degree is awarded upon satisfactory completion of this curriculum. Students are prepared for specialized careers as food production managers and/or as culinary masters.

Core Course Requirements	Modular Units	Course Credits
Hospitality Oral/Aural Skills		3
Module D Discussion Techniques	(1)	
Module E Parliamentary Procedures	(1)	
Module F Telephone Techniques	(1)	
Writing Skills for Industry		3
Module B Functional Writing	(1)	
Module C The Business Letter	(1)	
Module D Memorandums and Reports	(1)	
Computation Skills - Applied Mathematics		3
Hospitality Work Relations		3
Module B Personal Development	(1)	
Module C Work Attitudes	(1)	
Module D Customer Relations	(1)	
Cooperative Education		8
Orientation to Hospitality Industry		3
Module B Survey of the Hospitality Industry	(1)	
Module C Food Sanitation and Safety	(1)	
Module E First Aid	(1)	
Travel Information on Hawaii		3
Module B Hawaii, Growth and Development	(1)	
Module C Hawaii, The Aloha State	(1)	
Module D Island Sites and Attractions	(1)	
Specialized Course Requirements		
Menu Analysis and Culinary Terminology		1
Food Preparation, Beginning		7
Module B Kitchen Organization	(1)	
Module C Hot Food Preparation I	(2)	
Module D Cold Food Preparation I	(2)	
Module E Baking I	(2)	
Food Preparation, Intermediate		7
Module B Hot Food Preparation II	(2)	
Module C Short Order Cooking	(2)	
Module D Pantry	(2)	
Module E Baking II	(1)	
Food Preparation, Advanced		7
Module B Hot Food Preparation III	(2)	
Module C Garde Manger	(3)	
Module D Ice Carving	(1)	
Module E Sugar Work	(1)	
Food and Beverage Service		1
Module B Dining Room Organization	(1)	
Hospitality Management		6
Module B Functions of Management	(1)	
Module C Operational Systems	(1)	
Module D Purchasing and Inventory Control	(1)	
Module E Cost Control Procedures	(1)	
Module F Personnel and Training	(1)	
Module G Facilities - Layout and Design	(1)	
General Education Requirements		9
	TOTAL	64

V. HOTEL OPERATIONS (Certificate of Achievement)

Upon satisfactory completion of this curriculum a student receives a Certificate of Achievement. He is prepared in various capacities for entry-level employment in hotels.

Core Course Requirements	Modular Units	Course Credits
Hospitality Oral/Aural Skills		3
Module B Listening and Memory Building	(1)	
Module F Telephone Techniques	(1)	
Module G Situational Communication	(1)	
Computation Skills - Basic Mathematics		4
Hospitality Work Relations		3
Module B Personal Development	(1)	
Module C Work Attitudes	(1)	
Module D Customer Relations	(1)	
Orientation to Hospitality Industry		3
Module B Survey of the Hospitality Industry	(1)	
Module D Hotel Maintenance and Safety	(1)	
Module E First Aid	(1)	
Travel Information on Hawaii		3
Module B Hawaii, Growth and Development	(1)	
Module C Hawaii, The Aloha State	(1)	
Module D Island Sites and Attractions	(1)	
Specialized Course Requirements		
Hotel Services		5
Module B Hotel Terminology	(1)	
Module C Hotel Organization and Functions	(1)	
Module D Hotel Reservations	(1)	
Module E Guest Check-In and Check-Out Procedures	(1)	
Module F Guest Needs and Services	(1)	
Business Machines - Ten Key Adder		1
Beginning Typewriting		3
Menu Analysis and Culinary Terminology		1
	TOTAL	26
Recommended Electives		
Principles and Methods of Salesmanship	(3)	
Computer Science	(3)	

VI. TRAVEL OPERATIONS (Certificate of Achievement)

A Certificate of Achievement is awarded upon satisfactory completion of this curriculum. A student is prepared in various capacities for entry-level employment in the tour and travel business.

Core Course Requirements	Modular Units	Course Credits
Hospitality Oral/Aural Skills		3
Module C Public Address	(1)	
Module F Telephone Address	(1)	
Module G Listening and Memory Building	(1)	
Computation Skills - Basic Mathematics		4
Hospitality Work Relations		3
Module B Personal Development	(1)	
Module C Work Attitudes	(1)	
Module D Customer Relations	(1)	
Orientation to Hospitality Industry		3
Module B Survey of the Hospitality Industry	(1)	
Module D Hotel Maintenance and Safety	(1)	
Module E First Aid	(1)	
Travel Information on Hawaii		3
Module B Hawaii, Growth and Development	(1)	
Module C Hawaii, The Aloha State	(1)	
Module D Island Sites and Attractions	(1)	
Specialized Course Requirements		
Travel Services		5
Module B Travel Terminology	(1)	
Module C Travel Organization and Functions	(1)	
Module D Travel Reservations	(1)	
Module E Ticketing Procedures	(1)	
Module F Tour Escort Services	(1)	
Business Machines - Ten Key Adder		1
Beginning Typewriting		3
Menu Analysis and Culinary Terminology		1
	TOTAL	26

Recommended Electives
- Principles and Methods of Salesmanship
- Computer Science

VII. HOSPITALITY SERVICES (Associate in Science Degree)

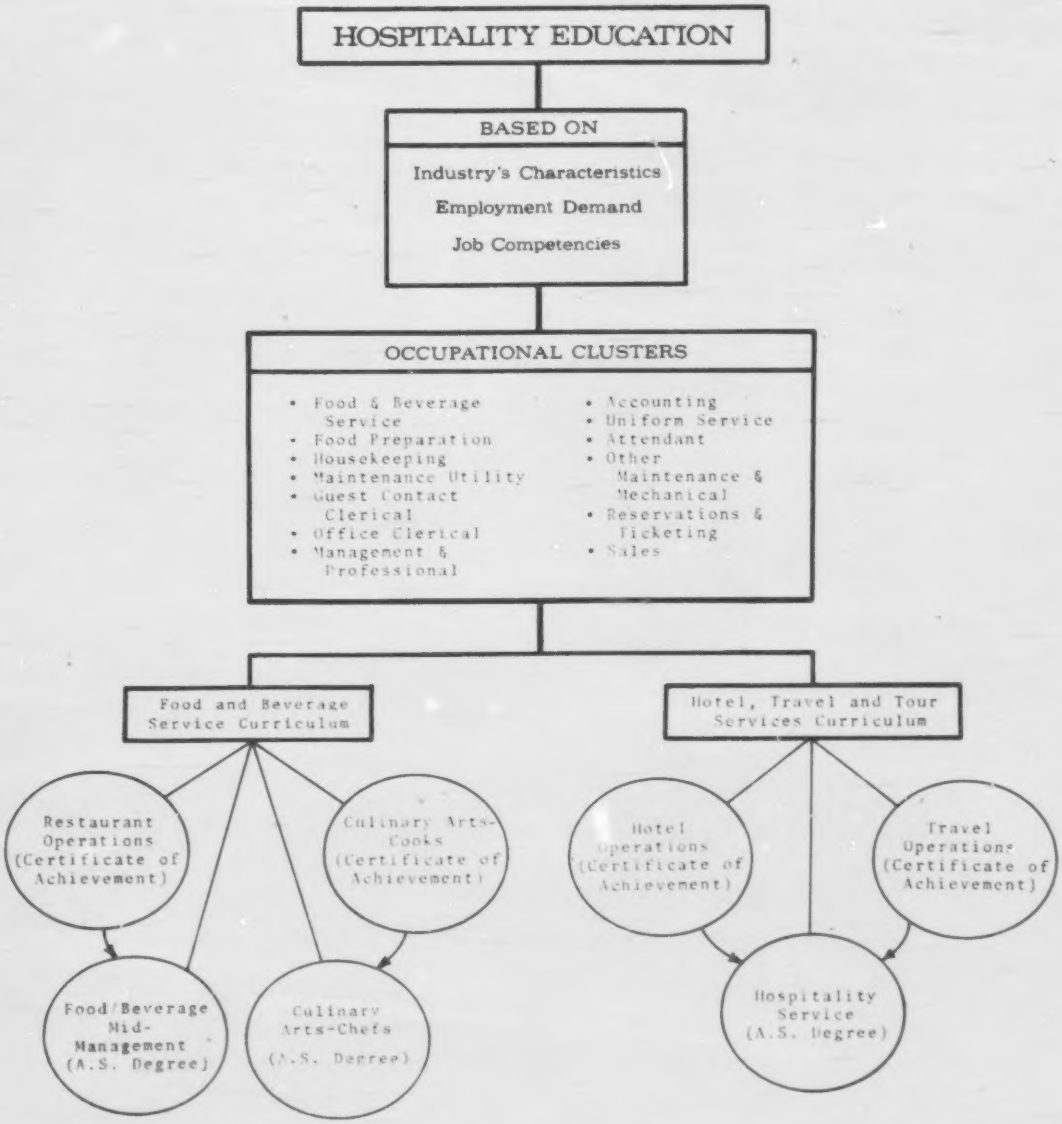
An Associate in Science Degree is awarded to students who have completed this curriculum satisfactorily. They are prepared for specialized career positions in hotels, and tour and travel establishments.

Core Course Requirements	Modular Units	Course Credits	
Hospitality Oral/Aural Skills		3	
Module D Discussion Techniques	(1)		
Module E Parliamentary Procedures	(1)		
Module F Telephone Techniques	(1)		
Writing Skills for Industry		3	
Module B Functional Writing	(1)		
Module C The Business Letter	(1)		
Module D Memorandums and Reports	(1)		
Computation Skills - Applied Mathematics		3	
Hospitality Work Relations		3	
Module B Personal Development	(1)		
Module C Work Attitudes	(1)		
Module D Customer Relations	(1)		
Work Experience - Cooperative Education		4	
Orientation to Hospitality Industry		3	
Module B Survey of the Hospitality Industry	(1)		
Module D Hotel Maintenance and Safety	(1)		
Module E First Aid	(1)		
Travel Information on Hawaii		3	
Module B Hawaii, Growth and Development	(1)		
Module C Hawaii, The Aloha State	(1)		
Module D Island Sites and Attractions	(1)		
Specialized Course Requirements			
Hotel Services		5	
Module B Hotel Terminology	(1)		
Module C Hotel Organization and Functions	(1)		
Module D Hotel Reservations	(1)		
Module E Guest Check-In and Check-Out Procedures	(1)		
Module F Guest Needs and Services	(1)		
Travel Services		5	
Module B Travel Terminology	(1)		
Module C Travel Organization and Functions	(1)		
Module D Travel Reservations	(1)		
Module E Ticketing Procedures	(1)		
Module F Tour Escort Services	(1)		
Menu Analysis and Culinary Terminology			1
Hospitality Management			6
Module B Functions of Management		(1)	
Module C Operational Systems		(1)	
Module D Purchasing and Inventory Control		(1)	
Module E Cost Control Procedures		(1)	
Module F Personnel and Training		(1)	
Module G Facilities - Layout and Design		(1)	
Business Machines - Ten Key Adder			1
Beginning Typewriting			3
Salesmanship - Principles and Methods of Salesmanship			3
Computer Science			3
General Education Requirements			9
Electives			3
		TOTAL	60

This figure summarizes the development of the Exemplary Project's seven major curriculums.

Figure 5

STATEWIDE PROGRAM MODEL


HOSPITALITY EDUCATION
BASED ON
Industry's Characteristics
Employment Demand
Job Competencies
OCCUPATIONAL CLUSTERS
• Food & Beverage Service
• Food Preparation
• Housekeeping
• Maintenance Utility
• Guest Contact Clerical
• Office Clerical
• Management & Professional
• Accounting
• Uniform Service
• Attendant
• Other Maintenance & Mechanical
• Reservations & Ticketing
• Sales
Food and Beverage Service Curriculum
Hotel, Travel and Tour Services Curriculum
Restaurant Operations (Certificate of Achievement)
Culinary Arts-Cooks (Certificate of Achievement)
Hotel Operations (Certificate of Achievement)
Travel Operations (Certificate of Achievement)
Food/Beverage Mid-Management (A.S. Degree)
Culinary Arts-Chefs (A.S. Degree)
Hospitality Service (A.S. Degree)

CORE LEARNING MODULES

CORE LEARNING MODULES

The selected modules and courses listed here have been found to be the most operational. These performance objectives detail the skills and knowledge needed by students to perform satisfactorily on the job. Core courses are listed with learning modules and performance objectives under categories identified earlier.

PERFORMANCE OBJECTIVES FOR CORE LEARNINGS OR COURSES

1. Communication Skills

HOSPITALITY ORAL/AURAL SKILLS

Module B Listening and Memory Building	To develop ability to listen accurately for a definite purpose: for main ideas and supportive details in a verbal message; for remembering instructions from co-workers, supervisors and/or guests.
Module C Public Address	To develop skill in addressing groups in a clear, easily understood voice; be able to get a message across to individuals or groups quickly and succinctly.
Module D Discussion Techniques	To gain knowledge of and practice in presenting information to group; develop ability to identify problems and find solutions through group discussion.
Module E Parliamentary Procedures	To acquire knowledge of parliamentary procedures, and practice in conducting and participating in meetings using these rules.
Module F Telephone Techniques	To gain knowledge of and practice in effective telephone usage; to develop voice personality and business manners.
Module G Situational Communication	To develop knowledge of the two-person communication process, and application of basic types of questions and statements to initiate and continue dialogue situations frequently encountered in people and/or task-oriented settings.

WRITING SKILLS FOR INDUSTRY

Module B Functional Writing	To gain knowledge of and practice writing using basic principles of grammar, sentence structure, and business vocabulary.
Module C The Business Letter	To gain knowledge of and practice writing the modern business letter: mechanics and organization; appearance; style; patterns of introduction; development and conclusions; meeting essentials of correctness, clarity, composition, completeness, and conciseness.
Module D Memorandums and Reports	To gain knowledge of and practice writing memorandums and reports meeting basic requirements of accuracy, conciseness, clarity, and readability.

2. Computation Skills

BASIC MATHEMATICS	To develop a knowledge of fundamental mathematical processes: whole numbers, fractions, decimals, percents.
APPLIED MATHEMATICS	To gain knowledge of and application of mathematics to practical business problems: simple and compound interest, discounts, notes and drafts, credit.

3. Human Relations Skills

HOSPITALITY WORK RELATIONS

Module B Personal Development	To develop personal traits and attitudes necessary for pleasant and harmonious public contact: good grooming, neatness, personal hygiene, poise, maturity, and courtesy.
Module C Work Attitudes	To acquire positive "on-the-job" attitudes: pride in work, getting along with co-workers and supervisors, dependability, patience, tolerance, and honesty.

These two courses are presently taught in the community colleges.

Module D Customer Relations	To become aware of customer and guest needs as shown by skillful handling of customer problems; knowledge of simple psychology; awareness of company's goals and functions.

4. Industry Orientation

ORIENTATION TO HOSPITALITY INDUSTRY

Module B Survey of Hospitality Industry	To acquire knowledge of the history and development of the hospitality industry; identifying segments of the industry and services provided; aware of impact of tourism locally and worldwide; identifying career opportunities; skills and knowledge of the occupational clusters and the job application process.
Module C Food Sanitation and Safety	To acquire knowledge of safe and sanitary handling of food, equipment and utensils; maintaining clean work and public areas; applying preventive measures for fire, accidents, and infections; reviewing major sanitation, safety, and health regulations.
Module D Hotel Maintenance and Safety	To study the causes and effects of unsafe and unsanitary environment on hotel guests; practice cleaning procedures; application of preventive measures; knowledge of cleaning supplies and equipment.
Module E First Aid	To study common accidents and causes: application of first aid care to wounds, treat shock, give artificial respiration, and study preventive measures.

5. Information on Hawaii

TRAVEL INFORMATION ON HAWAII

Module B Hawaii, Growth and Development	To study evolution of Hawaii: mythical, scientific, geological,

	cultural and economic, study contributions of Hawaii's kings and queens; study current political structure; aware of current and future socio-economic trends.
Module C Hawaii, The Aloha State	To acquire knowledge of contributions by different ethnic groups to Hawaii's current culture; understanding the meaning of "Aloha" and why it is unique.
Module D Island Sites and Attractions	To learn and about Hawaii's scenic, historical, and cultural sites and attractions; study of the islands: identify and locate historic and scenic sites; learn significant facts and features of these sites; know details about tourist attractions and places of interest to visitors.
6. Culinary Terms	
MENU ANALYSIS AND CULINARY TERMINOLOGY	To gain knowledge of commercial menus, structure, terminology, and usage to assist guests in food and restaurant selection.
7. Work Experience Skills	
COOPERATIVE EDUCATION[2]	To acquire "on-the-job" development of technical and human relations skills; first-hand insight into the working structure of the hospitality industry; career exploration opportunities.
8. Management Skills	
HOSPITALITY MANAGEMENT	
Module B Functions of Management	To acquire knowledge of planning, organizing, coordinating, directing, and decision-making functions of management; skill in relating them to hospitality management practices; interest in reviewing current regulations and laws pertinent to the industry.

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[2] This course is presently taught in the community colleges.

Module C Operational Systems	To gain knowledge of and skill in analyzing and applying management functions: hotel operations, food and beverage operations, travel service; in reviewing causes and solutions to maintain efficient operations; review supervisory skills.
Module D Purchasing and Inventory Control	To gain knowledge of and skill in identifying methods of buying, storing, issuing, receiving merchandise; analyzing market conditions and purchase specifications; reviewing forms used, and the record-keeping procedures; distinguishing types of inventory systems and handling inventory items.
Module E Cost Control	To develop knowledge of and skill in identifying methods of control used in operating and selling food, beverages, and hospitality services; types of control systems used in the industry; types of records and forms used in cost control; staff planning.
Module F Personnel and Training	To acquire knowledge of the functions of the personnel office: job analysis, recruiting, interview, placement, evaluation; develop training techniques; motivating workers and building morale: awareness of current labor laws and regulations
Module G Facilities Design and Maintenance	To develop knowledge of efficient utilization of space arrangement, equipment layout, work simplification; design planning; review proper maintenance of equipment and physical facilities; familiarity with current building codes and regulations.

SPECIALIZED LEARNING MODULES

SPECIALIZED LEARNING MODULES

The learning objectives for the specialized learnings or courses follow the same modular approach as the core learnings. These performance objectives are based on skills and knowledge needed by students in order to find job placement and perform satisfactorily on the job.

PERFORMANCE OBJECTIVES FOR SPECIALIZED LEARNINGS OR COURSES

1. Food and Beverage Service Skills

FOOD AND BEVERAGE SERVICE

Module B Dining Room Organization	To acquire knowledge of functions and types of commercial dining rooms including self-service to formal units: physical characteristics; organization of commercial restaurants; clientele and services.
Module C Table Setting Techniques	To have knowledge of and skill in arranging various commercial dining rooms with proper equipment: furnishings, supplies, and utensils; study use and care of tableware.
Module D Table Service Techniques	To gain knowledge of and skills in providing prompt pleasant, accurate and orderly service to dining room guests from semi-service to French service; use and care of equipment and supplies; practice in serving guests.
Module E Beverage Service Techniques	To acquire knowledge of different types and use of alchololic beverages: wine culture; bar operations; skill in serving guests.

Module F **Hosting and Cashiering**	To develop skill in greeting and seating people; handling needs and services related to customer comfort and satisfaction; handling cash and charges; using cash reports; completing sales reports.

2. **Food Preparation Skills**

FOOD PREPARATION, BEGINNING

Module B Kitchen Organization	To gain knowledge of functions and personnel employed in commercial food and beverage establishments; organizational relationship of kitchen to purchasing, merchandising and other areas; identification and use of tools, equipment and supplies.
Module C Hot Food Preparation I	To acquire knowledge of and skill in use of commercial equipment and utensils: broiling, grilling, frying, deep frying, braising, stewing, poaching, boiling, steaming, and roasting of fresh and processed foods; preparation of stocks, sauces, soups, thickening agents, vegetables, meat, and starches.
Module D Cold Food Preparation I	To acquire knowledge of and skill in use of commercial equipment and utensils for preparing basic salads, sandwiches, salad dressings, sandwich fillings; prepare coffee; garnish serving dishes.
Module E Baking I	To acquire knowledge of and skill in baking: prepare rolls, pies, cookies, and simple cakes; portion baked goods.

FOOD PREPARATION, INTERMEDIATE

Module B Hot Food Preparation II	To acquire knowledge of and skill in preparing food in quantity: deboning and cooking meats, fish, seafood, poultry, vegetables; preparing variations of sauces and soups; preparing garnishings and glazes.

Module C Short Order Cooking	To gain knowledge of and skill in preparing a variety of foods served in coffee shop or fast foods kitchen: use of grill, broiler, deep-fat fryer, sandwich bar; ability to use manipulative skills rapidly to portion, cook, arrange, garnish plates.
Module D Pantry	To acquire knowledge of and skill in preparing a variety of cold foods in quantity: appetizer, main course, and dessert; fancy and tea sandwiches; hot pupus; portion, arrange, and garnish salads; prepare gelatin desserts, and dairy products.
Module E Baking II	To acquire knowledge of and skill in preparing variety of baking items in quantity: complex cakes, pies, French pastries, icings, and garnishings.

FOOD PREPARATION, ADVANCED

Module B Hot Food Preparation III	To acquire knowledge of and skill in preparing gourmet dishes and ethnic foods found in the more formal and specialty establishments: Cordon bleu, lobster thermador, flambé dishes, crown rack of lamb.
Module C Garde Manger	To acquire knowledge of and skill in the use of commercial equipment and utensils in preparing aspics, chaud-froid, canapes, hors d' oeuvres, mousse, pate, galantines, carved vegetables, decorated centerpieces.
Module D Ice Carving	To gain knowledge of and skill in the use of utensils and methods of sculpturing ice to make a variety of figures for table decorating: swan, dolphin, and punch bowl.
Module E Sugar Work	To acquire knowledge of and skill in the use of pulled sugar in making decorative flowers, figures, related pieces, and icings.

3. Hotel Service Skills

HOTEL SERVICE

Module B Hotel Terminology	To gain knowledge and skill in the use of hotel terms essential to conduct business and give service.
Module C Hotel Organization and Functions	To learn knowledge of hotel organization: size, types of clientele, location, services; interrelationship of departments and functions; operational details of each department.
Module D Hotel Reservations	To develop a working knowledge of forms and procedures used in selling lodging and meeting space: assigning rooms and space; maintaining room occupancy information; filling and charting confirmed reservations.
Module E Guest Check-In and Check-Out Procedures	To develop a working knowledge of forms and procedures used to greet and receive guests; register and room guests; maintaining guest records; conduct interdepartmental communications to facilitate guest services; check out departing guests.
Module F Guest Needs and Service	To develop a working knowledge of properly accommodating guests: processing mail, providing room service and special food and beverage needs; handling special housekeeping and furnishing needs; handling special needs for meetings and special functions.

4. Travel Service Skills

TRAVEL SERVICE

Module B Travel Terminology	To acquire knowledge of and skill in use of travel terms.

Module C Travel Organization and Functions	To acquire knowledge of the complex functions and organization of airlines, ground transportation companies, tour operating companies, travel agencies, and transportation service organizations.
Module D Travel Reservations	To develop a working knowledge of forms and procedures used to sell travel space, lodging and related tourist accommodations: provide information on travel; travel itineraries.
Module E Travel Ticketing	To develop a working knowledge of and skill in issuing various types of travel tickets and coupons; compute costs, and explain rates.
Module F Tour Escort Service	To develop a working knowledge of the tour guide's responsibilities and duties: briefing groups, handling transportation and luggage; explaining and checking tickets and reservations; handling guest's personal problems; providing information about hotel services, community, restaurants, and recreational facilities.

5. Other Major Modules and Courses[3]

TEN KEY ADDER	Skill in the use of 10-key adder by adding with speed and accuracy to 50 net digits per minute.
COMPUTER SCIENCE	Familiarity with the use of computers in the hospitality industry; economic and social benefits; future trends; basic concepts of computer systems.
SALESMANSHIP	Knowledge and skill in face-to-face, telephone, and letter techniques in promoting and concluding successful sales; developing suggestive skills and mannerisms.
BEGINNING TYPEWRITING	Knowledge and skill in the use of the typewriter, including correct posture, finger motions, typewriter parts; demonstrate proficiency of 20-25 net words per minute.

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[3] These courses are presently being taught in the community colleges.

EXEMPLARY PROJECT IMPLEMENTATION

EXEMPLARY PROJECT IMPLEMENTATION

As indicated in the major goals and objectives of the Exemplary Project, the hospitality education program model is based on primary data. The institutional research into industry characteristics, manpower requirements and job competencies of hospitality industry personnel led directly to the program model and curriculum design.

The Exemplary Project developed a new program model and curriculums even though there are hotel and food service courses and curriculums currently available at five of the seven community colleges.

EXISTING CURRICULUMS AND COURSES

The following community colleges have curriculums and/or courses in food service and hotel operations:

Colleges	Curriculums/Courses
Hawaii Community College	Food Services Certificate of Achievement
	Food Services Associate in Science Degree
	Hotel Operations courses
Honolulu Community College	Commercial Baking Certificate of Achievement
	Commercial Baking Associate in Science Degree

Colleges	Curriculums/Courses
Kapiolani Community College	Dining Room Service Certificate of Achievement
	Culinary Arts - general cooks Certificate of Achievement
	Food Service Management Associate in Science Degree
	Hotel Operations Mid-Management Associate in Science Degree
	Dietary Technology Associate in Science Degree
	Cook's Apprenticeship Program Certificate of Completion
Leeward Community College	Hospitality Education: Food Service Certificate of Completion Certificate of Achievement Associate of Science Degree
Maui Community College	Hotel Operations Certificate of Achievement
	Hotel Operations Mid-Management Associate in Science Degree
	Food Service courses

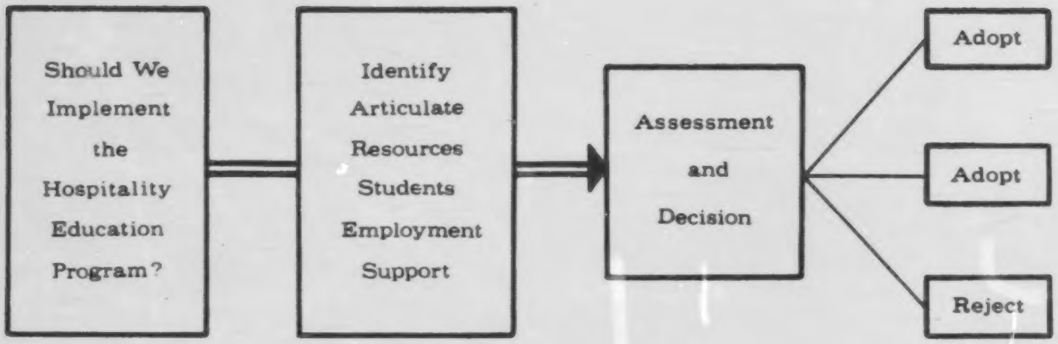
Kauai Community College and Windward Community College have expressed some interest in the possibility of adopting and adapting the recommended curriculums and courses of this project. Staff members, in the colleges with existing curriculums and courses, have indicated the desire to review the project's findings.

CAMPUS CONCERNS FOR IMPLEMENTATION

To assist with implementation of the Exemplary Project's recommended hospitality education curriculums, the following Program Implementation Plan has been designed.

Figure 6

PROGRAM IMPLEMENTATION


Should We Implement the Hospitality Education Program?
Identify
Articulate
Resources
Students
Employment
Support
Assessment and Decision
Adopt
Adopt
Reject

In order to follow the Program Implementation Plan, questions have been included to assist with the decision-making process. These questions are found in Appendix C. After deciding to adopt or adapt all or sections of the EXEMPLARY PROJECT'S CURRICULUM GUIDE TO HOSPITALITY EDUCATION, PART II, the use of University of Hawaii's PPB MEMO #10 for writing the curriculum proposal is suggested.

APPENDIX A

COURSE OUTLINES - CORE LEARNINGS

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

HOSPITALITY ORAL/AURAL SKILLS
(Course Title)

(Department and Number)

Course Description: Study of an integrated approach to speaking, listening, observing, and memory building techniques for personal and career development in hospitality industry.

Module B: Listening and Memory Techniques
Module C: Public Address
Module D: Discussion Techniques
Module E: Parliamentary Procedures
Module F: Telephone Techniques
Module G: Situational Communication

Semester Units:

B - 1 credit
C - 1 credit
D - 1 credit
E - 1 credit
F - 1 credit
G - 1 credit Total 6 credits

Hours Per Week:

B - 3 hours per week for 5 weeks
C - 3 hours per week for 5 weeks
D - 3 hours per week for 5 weeks
E - 3 hours per week for 5 weeks
F - 3 hours per week for 5 weeks
G - 3 hours per week for 5 weeks

Purpose and Standards: Occupational, Certificate of Achievement
Occupational, Associate in Science Degree

Rerequisite or Other Entrance Requirements: Meet College admission requirements

Date ______________________________
(Course Outline Written)

____
(Approval)

MODULE B: LISTENING AND MEMORY BUILDING

1. COURSE OBJECTIVES

A. General

To improve listening and memory techniques for hospitality employment.

B. Specific

At the end of this unit, the student should be able to:

1. State the importance of listening as related to active responses
2. Demonstrate ability to sustain attention and concentration while listening to oral instructions
3. Repeat almost word for word what was said in direct person to person 10-15 word message
4. Rephrase a message without changing the main idea and intent
5. Recall key ideas of what was said in a 10-15 minute discussion
6. Match words or phrases associated with an object
7. Match a mental image or a sound as an aid in remembering a term or a name
8. Practice grouping of words and rhythm for memory building

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Connelly, J. Campbell. A MANAGER'S GUIDE TO SPEAKING AND LISTENING. American Management Association: New York.

Laird, Donald A. and Eleanor C. Laird. TECHNIQUES FOR EFFICIENT REMEMBERING. McGraw-Hill: New York.

Mills, Ernest P. LISTENING KEY TO COMMUNICATION. Petrocelli: New York.

Nichols, Ralph G. and Leonard A. Stevens. ARE YOU LISTENING? McGraw-Hill: New York.

5. AUXILIARY MATERIALS AND CONTENT

Transparencies, Langsford Publishing Company: San Jose, California

EFFECTIVE LISTENING

NON-VERBAL COMMUNICATION

Individualized Instructional Materials:

Technological Applications Project: San Diego, California

ISTDS 1018 CONSTRUCTING NOTES AND IMPROVING THE SKILLS OF LISTENING BY INDIVIDUALIZED INSTRUCTION

6. METHODS OF INSTRUCTION

A. Lecture

B. Student Assignments, Performance

7. COURSE CONTENT

A. Need for Effective Listening

1. Thinking and listening
2. Passive to active listening
3. Concentration and listening

B. Desirable Listening Characteristics

1. Responsive listening
2. Critical listening
3. Implicative listening
4. Nondirective listening

C. Memory Building

1. Laws that aid memory
2. General rules for remembering
3. Purposive remembering
4. Directive reactivity in memory building

D. Practice of Effective Recall

1. Listening and reciting phrases and questions
2. Reading and listing short phrases and sentences

E. Practice of Memory Techniques

1. Listening and listing items in proper sequence
2. Remembering instructions

8. EVALUATION

A.	Progess Tests	60 percent
B.	Student Demonstration	40 percent

MODULE C: PUBLIC ADDRESS

1. COURSE OBJECTIVES

A. General

To effectively address a tour group and to speak to individual visitors for the purpose of giving information, making accommodations, and seeking activities that will result in a pleasant visit.

B. Specific

At the end of this unit, the student should be able to:

1. Speak in a clear and pleasant tone
2. Respond to a list of inane or crude expressions with a corresponding list of appealing, more appropriate words and phrases
3. Pronounce correctly a list of twenty-five Hawaiian and foreign words
4. Demonstrate correct sitting and standing posture
5. Describe a local attraction with accurate and appealing detail
6. Accurately answer questions most frequently asked by tourists about places, people, and things
7. Outline effective selling points as preparation to addressing a group
8. Demonstrate selling a package tour to a tour group: accommodations, meals, sight-seeing trips, restaurants
9. State the importance of public address

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Instructional materials are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Ross, Russell C. SPEAK WITH EASE, 2nd ed. D. Van Nostrand Publishing Co.: Newark, New Jersey.

Thompson, Wayne N. and Seth A. Fessenden. BASIC EXPERIENCES IN SPEECH, 2nd ed. Prentice-Hall: Englewood Cliffs, New Jersey.

Weaver, Carl H. SPEAKING IN PUBLIC. American Book Co.: New York

Periodicals:

TRADE AGENT

TRAVEL AND LEISURE

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California

COURTESY, THE INSIDE STORY

SALESMANSHIP

SUCCESSFUL PERSUASION

Transparencies, Langsford Publishing Co.: San Jose, California

COMMUNICATION AND MOTIVATION

DO'S AND DON'T FOR BEGINNING SPEAKERS

PUBLIC SPEAKING

Cassettes, Langsford Publishing Co.: San Jose, California

COMMUNICATION LESTURES

COMMUNICATION BY VOICE AND ACTION

6. METHODS OF INSTRUCTION

A. Lecture

B. Student Assignments, Demonstrations

C. Guest Speaker

7. COURSE CONTENT

A. Principles of Public Address for Hospitality Service

1. Voice, pitch, projection, clarity
2. Effective choice of words and phrases
3. Correct pronunciation of hawaiian and foreign words
4. Selling points for a talk to a tour group

B. Deportment and Appearance

1. Clothing: style and fit
2. Posture: sitting and standing
3. The correct stance before an audience

C. The Travel Package Tour

1. Gathering information
2. Contacting sources
3. Attitudes and techniques in briefing the tour group
4. Following through on tour to completion

D. Practice in Conducting a Tour Group

1. Accommodations
2. Island attractions
3. Tour conducting

8. EVALUATION

A. Progress Tests	60 percent
B. Student Production	40 percent

MODULE D: DISCUSSION TECHNIQUES

1. COURSE OBJECTIVES

A. General

To comprehend functions and techniques of group discussion, and to participate in actual meetings and discussions as a means of developing better communication and interaction among hospitality industry personnel.

B. Specific

At the end of this unit, the student should be able to:

1. Name the 6 basic rules for planning a meeting
2. Identify 10 questions that should be on a checklist for preparing a meeting
3. Demonstrate ability to conduct an informal meeting
4. Know the purpose of a briefing meeting
5. Know the purpose of an instructional meeting
6. Explain the purpose of a creative meeting
7. State the importance of a decision-making meeting
8. List the purposes of a consultation meeting
9. Name at least 6 questions that should be on a checklist for evaluating a meeting
10. Participate in a group discussion for the purpose of information sharing or problem solving
11. Participate in writing a group summary of the discussion with a proposal for action

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Bormann, Ernest G. DISCUSSION AND GROUP METHODS. Harper & Row: New York.

Bormann, Ernest G., et al. INTERPERSONAL COMMUNICATION IN THE MODERN ORGANIZATION. Prentice-Hall: Englewood Cliffs, New Jersey.

Lee, Irving J. HOW TO TALK WITH PEOPLE. Harper & Row: New York.

McGregor, Douglas. THE PROFESSIONAL MANAGER. McGraw-Hill: New York.

Sattler, William M. and N. Edd Miller. DISCUSSION AND CONFERENCE, 2nd ed. Prentice-Hall: Englewood Cliffs, New Jersey.

5. AUXILIARY MATERIALS AND CONTENT

Films:

COMMUNICATION BY VOICE AND ACTION. Centron: Lawrence, Kansas.

COMMUNICATION: THE NON-VERBAL AGENDA. CEM Films: Del Mar, California.

DRAWING CONCLUSIONS IS A TRICKY ART. Centron: Lawrence, Kansas.

HANDLING COMPLAINTS. National Educational Media: Encino, California.

Transparencies, Langsford Publishing Co.: San Jose, California

PLANNING AND RUNNING EFFECTIVE MEETINGS

PROBLEM-SOLVING

QUESTION TECHNIQUES

6. METHODS OF INSTRUCTION

A. Lecture

B. Student Participation

7. COURSE CONTENT

A. Communicating Through Meetings

1. Types and uses of meetings
2. Basic rules for planning meetings
3. Checklist as a guide to preparing the meeting

B. Characteristics of an Effective Meeting

1. Membership functions
2. Leadership functions
3. Checklist for evaluating the meeting

C. Practice in Planning and Conducting a Meeting

1. Briefing
2. Instructional
3. Creative
4. Decision-making

D. Techniques for Group Discussion

1. Information sharing
2. Problem solving

8. EVALUATION

A.	Progress Tests	40 percent
B.	Student Performance, Production	60 percent

MODULE E: PARLIAMENTARY PROCEDURES

1. COURSE OBJECTIVES

A. General

To recognize and apply parliamentary procedures for conducting and participating in meetings.

B. Specific

At the end of this unit, the student should be able to:

1. Name the order of business in parliamentary procedure
2. State and describe the functions of the agenda, minutes, standing and special committees
3. List the process of making and disposing of a motion
4. Identify the process of amending a motion
5. State and explain the classification, usage, and precedence of each motion in the 4 classes of motion.
6. Explain the types of vote and the methods of voting
7. Perform as the presiding officer of a meeting
8. Perform the duties of the secretary
9. Participate as an active member of an organizational meeting
10. Outline the structure and content of a constitution and by-laws

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Gray, John W. and Richard G. Rea. PARLIAMENTARY PROCEDURE: A PROGRAMMED INTRODUCTION. Scott Foresman: Glenview, Illinois.

4. REFERENCE MATERIALS

Books:

Keesey, Ray E. MODERN PARLIAMENTARY PROCEDURE. Houghton-Mifflin: Boston, Massachusetts.

Robert, Henry M. PARLIAMENTARY LAW. Appleton-Century: New York.

Robert, Henry M. ROBERT'S RULES OF ORDER, Revised. Scott Foresman: Glenview, Illinois

Sturgis, Alice F. LEARNING PARLIAMENTARY PROCEDURE. McGraw-Hill: New York.

Wagner, Joseph A. SUCCESSFUL LEADERSHIP, 2nd ed. Chandler: New York.

Witney, Byrl A. WHITNEY'S PARLIAMENTARY PROCEDURE. Dell: New York.

5. AUXILIARY MATERIALS

Films:

PARLIAMENTARY PROCEDURE. University of Hawaii: Honolulu, Hawaii

HOW TO CONDUCT A MEETING. Centron: Lawrence, Kansas.

Transparencies, Langsford Publishing Co.: San Jose, California

LEADERSHIP BEHAVIOR AND GROUP GUIDANCE

NON-VERBAL COMMUNICATION

PLANNING AND RUNNING EFFECTIVE MEETINGS

PRACTICAL PARLIAMENTARY PROCEDURES

QUESTION TECHNIQUES

6. METHODS OF INSTRUCTION

A. Lecture

B. Practice in small groups

C. Discussion

7. COURSE CONTENT

A. Organization

1. Historical background of parliamentary law
2. Duties of officers and committee chairpersons
3. Minutes of meetings
4. Preparation of agenda

B. Motions and Voting

1. Kinds of motions
2. Precedence of motions
3. Making and disposing of motions
4. Votes and voting procedure
5. Procedures of holding a meeting

C. Conducting Meetings

1. Practice and short meetings
2. Performance on longer meetings

8. EVALUATION

A. Progress Tests	40 percent
B. Student Performance	60 percent

MODULE F: TELEPHONE TECHNIQUES

1. COURSE OBJECTIVES

A. General

To study and apply principles of effective telephone usage in business situations and to improve voice personality, and telephone manner.

B. Specific

At the end of this unit, the student should be able to:

1. Use words and phrases and sentences appropriate in greeting, addressing, concluding two-person speaking
2. Develop a proper and pleasant telephone voice
3. Adjust speaking to a moderate speed with appropriate pauses
4. Articulate all vowel and consonant sounds accurately
5. Articulate numbers clearly so they are understood easily
6. Demonstrate acceptable enunciation of twelve phrases and sentences used in telephone conversation
7. Speak with a smile while talking over the telephone
8. Use calm, appropriate gestures and posture while talking over the telephone
9. Place the call by identifying self and company and then state purpose of call
10. Keep attention on purpose of call and conclude when purpose has been achieved
11. Remain courteous throughout the telephone conversation
12. End call by leaving a pleasant impression

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Robbins, James G. and Barbara S. Jones. EFFECTIVE COMMUNICATION FOR TODAY'S MANAGER. National Restaurant Association: Chicago, Illinois.

Wiksell, Wesley. DO THEY UNDERSTAND YOU? MacMillan: New York.

Pamphlets:

Nakano, Edward K. TELEPHONE COURTESY. Training and Employee Relations Division, Dept. of Personnel Services: Honolulu

5. AUXILIARY MATERIALS AND CONTENT

Films:

HANDLING COMPLAINTS. National Educational Media: Encino, California.

TELEPHONE AT WORK. Roundtable Film Company: Beverly Hills, California.

TELEPHONE MANNERS. National Educational Media: Encino, California.

Selected films, Hawaiian Telephone Company: Honolulu

6. METHODS OF INSTRUCTION

A. Lecture

B. Student Practice, Demonstration

C. Guest Speaker

7. COURSE CONTENT

A. The Voice Personality

1. Attitudes affect voice
2. Basic voice training
3. Words, phrases, sentences for dialogue
4. Practice: voice, pitch, clarity, pleasantness

B. The Successful Telephone Call

1. Handling the telephone
2. Courtesy on the telephone
3. Planning the call
4. Developing the call
5. Closing the call
6. Practice: following procedure

C. The Business Call

1. Important rules in answering
2. Hints for making calls accurate and pleasant
3. How to handle the unexpected
4. The long distance call
5. Use of the directory
6. Practice: taking messages, asking proper questions

D. Practice of Techniques on Telephone in Simulated Situations

1. Giving information
2. Answering complaints

8. EVALUATION

A. Progress Tests	40 percent
B. Student Demonstrations	60 percent

MODULE G: SITUATIONAL COMMUNICATION

1. COURSE OBJECTIVES

A. General

To develop appropriate oral expressions in people and/or task-oriented situations.

B. Specific

At the end of this unit, the student should be able to:

1. Demonstrate ability to initiate a conversation by asking specific questions
2. Demonstrate ability to continue conversation by making a statement followed with a question
3. Observe and disucss the following: facial expressions, voice quality, patterns of intonation and appearance
4. Demonstrate ability to ask a series of questions to develop interview techniques
5. Using situational settings, demonstrate ability to listen and identify points of agreement and disagreement
6. Using job settings, carry on a one-to-one dialogue
7. Demonstrate ability to communicate orally with two or more persons for 5 minutes on each of the following topics: how to serve food to guests, how to fill out the registration form, how to sew a lei
8. Discuss the appropriate point when to stop a conversation while performing other "on-the-job" duties
9. Identify pleasant and unpleasant body and voice expressions, and discuss ways to avoid unplesant feedback

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Instructional materials are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Chartrand, Maurice. CASHING IN ON CUSTOMER COMPLAINTS. Chartrand: Worcester, Massachusetts.

Lefler, Janet. THE WAITER AND HIS PUBLIC. Ahrens: New York.

Nichols, Ralph G. and Leonard A. Stevens. ARE YOU LISTENING? McGraw-Hill: New York.

Ross, Jean. EVERY CUSTOMER IS MY GUEST, 4th ed. Dept. of Trade and Industry: Nova Scotia, Canada.

Russon, Allien R. BUSINESS BEHAVIOR. Southwestern: New York.

Thompson, Wayne N. and Seth A. Fessenden. BASIC EXPERIENCES IN SPEECH, 2nd ed. Prentice-Hall: Englewood Cliffs: New Jersey.

Whyte, William F. HUMAN RELATIONS AND COMMUNICATIONS IN THE RESTAURANT INDUSTRY. National Restaurant Association: Chicago, Illinois.

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California

COURTESY: THE INSIDE STORY

HANDLING COMPLAINTS

TAKING THE ORDER

Filmstrips, Popular Science: New York

DO YOU REALLY LISTEN?

MAKE WORDS SAY WHAT YOU MEAN

Cassettes:

CROSS-VOCATIONAL SKILL AND INFORMATION. Educational Design: New York.

HOW TO GET PEOPLE TO THINK AND ACT FAVORABLY WITH YOU. Langsford Publishing Company: San Jose, California.

HOW TO USE TACT AND SKILL IN HANDLING PEOPLE. Langsford Publishing Company: San Jose, California.

ON THE JOB. Educational Design: New York.

Transparencies, Langsford Publishing Company: San Jose, California.

EFFECTIVE LISTENING

NON-VERBAL COMMUNICATION

6. METHODS OF INSTRUCTION

A. Lecture

B. Role Playing

C. Discussion

7. COURSE CONTENT

A. Generating Conversation

1. Role of initiator
2. Role of mediator
3. Tools in generating conversation
4. Observance of non-verbal feedback

B. Identification of Situational Settings

1. Information requested by guests
2. Types of questions asked
3. Non-verbal expressions
4. Information needed by worker

C. Conversation in Task-Oriented Settings

1. Basic interview patterns
2. Purposes for interview
3. The informative interview
4. The corrective interview
5. The investigative interview

D. Basic Understanding for Successful Conversation

1. Perception process
2. Interpretation process
3. Analyzing process
4. Synthesizing process
5. Evaluating process

8. EVALUATION

A. Progress Tests	40 percent
B. Student Demonstrations	60 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

WRITING SKILLS FOR INDUSTRY	
(Course Title)	(Department and Number)

Course Description:	Study and use of effective writing in industry and business communication stressing accuracy, and clarity of expression, words and phrases, business letters, memorandums and reports. Module B: Functional Writing Module C: The Business Letter Module D: Memorandums and Reports
Semester Units:	B - 1 credit C - 1 credit D - 1 credit Total 3 credits
Hours Per Week:	B - 3 hours per week for 5 weeks C - 3 hours per week for 5 weeks D - 3 hours per week for 5 weeks
Purpose and Standards:	Occupational, Certificate of Achievement Occupational, Associate in Science Degree
Prerequisite or Other Entrance Requirements:	Meet College admission requirements

Date	
(Course Outline Written)	(Approval)

MODULE B: FUNCTIONAL WRITING

1. COURSE OBJECTIVES

A. General

To apply knowledge of the work environment and to add clarity, variety, and precision to speaking and writing by studying words, their meanings, and uses.

B. Specific

At the end of this unit, the student should be able to:

1. Arrange in order a list of synonyms and their antonyms
2. Identify and distinguish pairs of homonyms by writing sentences using each correctly
3. In twenty sentences select from a given list of forceful verbs those which can be substituted for weak verbs
4. In twenty sentences identify incorrect use of a word and substitute with correct words
5. Complete twnety sentences by adding the correct word or phrase
6. Identify words which are general business terms, accounting terms, banking terms, insurance terms, and legal terms
7. Use 5 words from each category in sentences
8. Based on context clues, supply the meanings of words in a given piece of reading

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Instructional materials are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Brendel, Leroy A., et al. COMMUNICATING WORD POWER. McGraw-Hill: New York.

Ehrlich, Eugene and Daniel Murphy. BASIC VOCABULARY BUILDER. McGraw-Hill: New York.

Gilbert, Doris W. BREAKING THE WORD BARRIER. Prentice-Hall: Englewood Cliffs, New Jersey.

Morris, William. YOUR HERITAGE OF WORDS. Dell: New York.

Nurnberg, Maxwell and Morris Rosenblum. HOW TO BUILD A BETTER VOCABULARY. Popular Library: New York.

Sorelle, Rupert P. and Charles W. Kitt. WORDS. Gregg Publishing Company: Boston, Massachusetts.

5. AUXILIARY MATERIALS AND CONTENT

Individualized Instructional Materials:

Technological Applications Project: San Diego, California:

ISTDS 104 WORD POWER

ISTDS 603 SEQUENTIAL STEPS TO SELF-IMPROVED WORD SKILLS

BUSINESS ENGLISH. International Correspondence School: Scranton, Pennsylvania.

Sample forms, letters, brochures and reports from Industry

6. METHODS OF INSTRUCTION

A. Lecture

B. Drill

C. Student Participation

7. COURSE CONTENT:

A. Essentials on Words

1. Synonyms and antonyms
2. Homonyms
3. Forceful verbs
4. Misuse of words

B. Terms Used in Business

1. General business terms
2. Legal terms
3. Accounting terms
4. Banking terms
5. Insurance terms

C. General Sources of Words for Contextual Study

1. Reading Selections
2. Newspapers
3. Periodicals

8. EVALUATION

A. Progress Tests	60 percent
B. Student Production	40 percent

MODULE C: THE BUSINESS LETTER

1. COURSE OBJECTIVES

A. General

To comprehend general writing principles and their applications to the writing of memorandums, business forms, item lists, and one-paragraph memo additions.

B. Specific

At the end of this unit, the student should be able to:

1. Accurately spell a given list of twenty to twenty-five words and phrases
2. Take a list of twenty to twenty-five informative materials written in unclear, mixed constructions and rewrite into an accurately written, organized list
3. Write abbreviations for twenty-five to fifty words used in business and industry
4. Write correct sentences in both active and passive voice from information given orally or in writing
5. Be able to add modifiers to the beginning, middle, or conclusion of twenty to twenty-five simple sentences
6. Fill in industry and business forms with correct, clear and logical information
7. Outline concisely in an organized manner information given orally
8. Write an inter-office memo that follows general principles of good writing
9. Take a completed memo and add a paragraph that explains or gives details to clarify the message in the memo

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Instructional materials are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Block, Jack and Joe Blabonville. ENGLISH SKILLS FOR TECHNICIANS. McGraw-Hill: New York.

Ehrlich, Eugene and Daniel Murphy. BASIC VOCABULARY BUILDER. McGraw-Hill: New York.

Gilbert, Doris W. BREAKING THE WORD BARRIER. Prentice-Hall: Englewood Cliffs, New Jersey.

Graham, Sheila. SENTENCECRAFT. Prentice-Hall. Englewood Cliffs, New Jersey.

Mills, Helen. COMMANDING SENTENCES. Scott Foresman: Glenview, Illinois.

Ryan, Charles W. WRITING: A PRACTICAL GUIDE FOR BUSINESS AND INDUSTRY. Wiley & Sons: New York.

Strong, William. SENTENCE COMBINING. Random House: New York.

5. AUXILIARY MATERIALS AND CONTENT

Individualized Instructional Materials:

Technological Applications Project: San Diego, California:

ISTDS 603 HOW TO WRITE A SENTENCE OUTLINE

Sample letters, memorandums, reports and forms from industry

6. METHODS OF INSTRUCTION

A. Lecture

B. Discussion

C. Student Assignment

7. COURSE CONTENT

A. Correctness in Writing

1. Nouns: number, spelling, possessive case
2. Verbs: agreement
3. Adjectives: degree, pronoun adjective
4. Punctuation
5. Abbreviations: standard, technical, number, money

B. Elements of Effective Writing

1. Variety in sentence patterns
2. Kinds of phrases
3. Outlining in logical order
4. Review of sentence, paragraph

C. Practice in Writing

1. Filling in forms
2. Outlining ideas
3. Writing memos
4. Listing items

8. EVALUATION

A.	Progress Tests	40 percent
B.	Student Production	60 percent

MODULE D: MEMORANDUMS AND REPORTS

1. COURSE OBJECTIVES

A. General

To synthesize basic forms and principles of writing for effective treatment of letters, memorandums, reports, and job-related records.

B. Specific

At the end of this unit, the student should be able to:

1. Identify twenty-five outdated and cumbersom words and phrases and replace with an equivalent currently used in business writing
2. Prepare a short, three-paragraph confirmation letter
3. Compose, in proper form, a letter of inquiry for hotel accommodations and activities
4. Compose, in proper form, an inter-office memorandum for any one of the hospitality services
5. Compose, in proper form, a memorandum report to a superior on an accident that happened to a company worker resulting in hospitalization
6. Compose a job description of an existing job
7. Fill in a job application form
8. Compose, in generally acceptable form, a complete job resume

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Instructional materials are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

American Management Association. EFFECTIVE COMMUNICATION ON THE JOB, Revised. New York.

Bernstein, Theodore M. WATCH YOUR LANGUAGE. Atheneum: New York.

Gilbert, Marilyn B. LETTERS THAT MEAN BUSINESS. Wiley & Sons: New York.

Hoover, Hardy. ESSENTIALS FOR THE TECHNICAL WRITER. Wiley & Sons: New York.

Mitchell, John H. HANDBOOK OF TECHNICAL COMMUNICATION. Wadsworth Publishing Company: Belmont, California.

Tichy, H. J. EFFECTIVE WRITING FOR ENGINEERS, MANAGERS, SCIENTISTS. Wiley & Sons: New York.

Turner, Rufus P. GRAMMAR REVIEW FOR TECHNICAL WRITER. Holt, Rinehart, Winston: New York.

5. AUXILIARY MATERIALS AND CONTENT

Individualized Instructional Materials:

Technological Applications Project: San Diego, California:

ISTDS 1014 WRITING THE RESUME FOR EMPLOYMENT

ISTDS 1017 HOW TO WRITE A LETTER OF APPLICATION FOR EMPLOYMENT

Cassettes, Educational Design: New York.

CROSS-VOCATIONAL SKILLS AND INFORMATION

ON THE JOB

Sample letters, reports, memorandums, and forms from industry

6. METHODS OF INSTRUCTION

A. Lecture

B. Student Production

7. COURSE CONTENT

A. The Business Letter

1. General treatment: tone, language, viewpoint
2. Organization: form, introduction, body, conclusion
3. Analysis of words and phrases

B. Types of Letters

1. Confirmation letter
2. Reply to inquiry, complaint
3. Informative letter

C. The Memorandum Report

1. Preparation of content
2. Form of report
3. Analysis of sample report
4. Practice writing report

D. The Inter-Office Memorandum

1. General treatment: tone, form, language
2. Organization of message
3. Practice writing memos

E. Special Applications

1. Job description
2. Job resume
3. Application form

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

BASIC MATHEMATICS*	MATHEMATICS 10
(Course Title)	(Department and Number)

Course Description: A developmental course to help the student improve competance in and understanding of, the fundamental numerical process involving whole numbers, fractions, percent, measuration, problem solving and simple equations.

Semester Units: 4 Units

Hours Per Week: 4 (Lecture) + 0 (Lab) = 4 (Total)

Purpose and Standards: Occupational, Certificate, Developmental

Prerequisite of Other Entrance Requirements: Unsatisfactory score on the placement test or chosen enrollment by the student

1

Date ______________________ (Course Outline Written)

______________________ (Approval)

*This course is presently being taught at Kapiolani Community College.

1. COURSE OBJECTIVES FOR UNIT I

A. Specific

At the end of this unit, the student should be able to:

1. Add with whole numbers

2. Subtract with whole numbers

3. Multiply with whole numbers

4. Divide with whole numbers

5. Identify the place value of the location of any digit in a given number. Aslo, identify the digit which names ones, tens, hundreds, etc.

   sample question: What is the place value of the position occupied by the digit 3 in the number 5,342?

   answer: 3 is in the hundreds place

   sample question: Which digit of the number 735,622 is in the ten thousands place?

   answer: 3 is in the ten thousands place

6. Write word names for whole numbers

   sample question: Write the word name for 502,000,071

   answer: Five hundred two million, seventy-one

7. Correctly use the greater than (>), less than (<), and equal (=) signs to compare whole numbers

   sample question: Fill in the blank with the proper comparison sign: 178 ___ 206

   answer: 178 < 206

8. Round off a given whole number to the nearest ten, hundred, etc.

   sample question: Round off 35,842 to the nearest thousand

   answer: 36,000

9. Estimate sums and products of whole numbers by rounding to the nearest ten, hundred, thousand, etc.

   sample question: Estimate the sum 542 + 739 + 435 by rounding to the nearest hundred

   answer: 500 + 700 + 400 = 1600

sample question: Estimate the product 347 x 639 by rounding to the nearest ten

answer: 350 x 640 = 224,000

10. Solve equations like 3 + n = 11, x - 4 = 9, n = 5 + 13, etc.

sample question: Find a number to put in place of the unknown so that x - 7 = 13 will be a true statement

answer: 20

11. Solve word problems involving the addition or subtraction of whole numbers

12. Solve word problems involving the multiplication or division of whole numbers

13. Use the tests for divisibility by 2, 3, 5, 6, and 9

sample question: 353,226 is divisible by which of the following numbers: 2, 3, 5, 6, and 9?

answer: 2, 3, and 6

14. Find (list) all the factors of a given whole number

sample question: List all the factors of 24

answer: 24: 1, 2, 3, 4, 6, 8, 12, 24

15. Determine whether a given whole number is prime, composite, or neither

sample question: Is 93 prime or composite?

answer: It's composite

16. Find the prime factorization of a given whole number

sample question: Write the prime factorization of 180

answer: 2 x 2 x 3 x 3 x 5 (or, 2 · 2 · 3 · 3 · 5)

17. Find the least common multiple of a given collection of whole numbers

sample question: Find the least common multiple of 12, 8, and 30

answer: 120

18. Correctly use and recognize the correct use of the terms:

- composite number
- difference
- factor
- factorization
- is divisible by
- least common multiple
- multiple
- prime factorization
- prime number
- product
- quotient
- sum
- variable (unknown)
- whole number

B. Evaluation

Progress Tests	100 percent

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

To prepare for further pursuit of vocational training; to better quality for employment; to better handle the mathematical situations of everyday life, to develop increased levels of intellectual independence and self-confidence.

1. COURSE OBJECTIVES FOR UNIT II

A. Specific

At the end of this unit, the student should be able to:

1. Express (as fractions) fractional quantities described in word problems

   sample question: Yesterday, General Electric made 500 light bulbs. 17 of these bulbs were found to be defective. What fraction of the light bulbs G. E. made yesterday were found defective?

   answer: 17/500

2. Multiply fractions

   sample question: Find the product of 7/8, 24/35, and 3/4

   answer: 9/20

3. Reduce fractions to lowest terms

   sample question: Reduce 20/35 to lowest terms

   answer: 4/7

4. Build fractions to higher terms

   sample question: Find a fraction which is equal to 2/3 and has a denominator of 18.

   answer: 12/18

5. Divide with fractions

   sample question: Compute $\frac{3}{8} \div \frac{6}{5} = ?$

   answer: 5/16

6. Solve word problems involving the multiplication or division of fractions

7. Find the least common denominator of any collection or fractions

   sample question: Find the least common denominator for the fractions 3/8, 5/20, and 1/18

   answer: 360

8. Add fractions

sample question: Find the sum of 3/4, 5/6, and 1/18

answer: 59/36

9. Subtract with fractions

sample question: Compute $\frac{5}{9} - \frac{1}{3} = ?$

answer: 2/9

10. Determine if two given fractions are equal. Also, if they are not equal, be able to tell which is larger (or smaller)

sample question: Are the fractions 7/9 and 13/16 equal?
If not, which is smaller?

answer: They are not equal: 7/9 is smaller

11. Convert mixed numbers to fractions and fractions to mixed numbers

sample question: Express $\frac{131}{5}$ as a mixed number

answer: $26\frac{1}{5}$

12. Approximate any given mixed number with a whole number

sample question: $12\frac{5}{8}$ is best approximated by what whole number?

answer: 13

13. Multiply with mixed numbers

sample question: Compute $(5\frac{2}{3})\ (7\frac{1}{2}) = ?$

answer: $42\frac{1}{2}$

14. Divide with mixed numbers

sample question: $3\frac{3}{8}$ divided by $1\frac{1}{2} = ?$

answer: $2\frac{1}{4}$

15. Add mixed numbers

sample question: $12\frac{3}{8} + 34\frac{5}{6} + 17\frac{2}{3} = ?$

answer: $69\frac{7}{8}$

16. Subtract with mixed numbers

sample question: $25\frac{1}{8} - 17\frac{3}{4} = ?$

answer: $7\frac{3}{8}$

17. Solve word problems involving the addition or subtraction of fractions

18. Correctly use and recognize the correct use of the terms:

    - cancel
    - denominator
    - fraction
    - improper fraction
    - invert
    - least common denominator
    - mixed number
    - numerator
    - proper fraction
    - reciprocal
    - reduce a fraction to lowest terms
    - simplify (a mixed number)

B. Evaluation

Progress Tests 100 percent

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

To prepare for further pursuit of vocational training; to better qualify for employment; to better handle the mathematical situations of everyday life; to develop increased levels of intellectual independence and self-confidence.

1. COURSE OBJECTIVES FOR UNIT III

A. Specific

At the end of this unit, the student should be able to:

1. Write word names for decimals

    sample question: Write the word name for 3,000.002

    answer: Three thousand and two thousandths

2. Convert decimals to fractions

    sample question: Concert 1.05 to a fraction

    answer: 21/20

3. Identify the largest (or smallest) member of any collection of decimals

    sample question: Which of the following decimals is the smallest: .002, .00198, or .0021?

    answer: .00198

4. Round a given decimal to the nearest tenth, hundredth, thousandth, etc.

    sample question: Round 3.0751 to the nearest hundredth

    answer: 3.08

5. Add decimals

6. Subtract with decimals

7. Multiply with decimals

8. Divide with decimals and find the quotient to the nearest tenth, hundredth, thousandth, etc.

    sample question: Compute (2.1) ÷ (.0111) = ?
    (Find the answer to the nearest hundredth)

    answer: 189.19

9. Estimate sums, products, and quotients of decimals by rounding to the nearest tenth, hundredth, thousandth, etc.

    sample question: Estimate the product (3.048) (8.336)
    by rounding to the nearest hundredth

    answer: 25.44

10. Convert fractions or mixed numbers to decimals

sample question: Convert $13\frac{5}{8}$ to a decimal

answer: 13.625

11. Solve word problems involving the addition or subtraction of decimals

12. Solve word problems involving the multiplication or division of decimals

13. Correctly use and recognize the correct use of the terms:

decimal
decimal place
decimal point
place value
tenth place, hundredth placd, thousandth place, ten-thousandth place, etc.

B. Evaluation

Progress Tests 100 percent

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

To prepare for further pursuit of vocational training; to better qualify for employment; to better handle the mathematical situations of everyday life; to develop increased levels of intellectual independence and self-confidence.

I. COURSE OBJECTIVES FOR UNIT IV

A. Specific

At the end of this unit, the student should be able to:

1. Convert fractions to percents
2. Convert percents to fractions
3. Convert decimals to percents
4. Convert percents to decimals
5. Determine (in a percentage relationship) the 'rate' (percent) when the 'base' and 'part' are given

   sample question: 0.1 is what percent of 1.6? (Find the answer to the nearest tenth percent)

   answer: 6.3%

6. Determine (in a percentage relationship) the 'part' when the 'rate' and 'base' are given

   sample question: 2.04 percent of 51 is what?

   answer: 1.0404

7. Determine (in a percentage relationship) the 'base' when the 'rate' and 'part' are given

   sample question: .2 percent of what is 3.7?

   answer: 1850

8. Solve word problems involving percent (in general), percent increase, and percent decrease
9. Solve word problems involving sales tax, income tax, commission, discount, simple interest, and compound interest
10. Correctly use and recognize the correct use of the terms:

    base
    commission
    compound interest
    discount
    final price
    marked price
    percent
    percent decrease
    percent increase
    principal
    purchase price

rate
rate of commission
rate of discount
sale price
sales tax
simple interest

B. Evaluation

Progress Tests	100 percent

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

To prepare for further pursuit of vocational training; to better qualify for employment; to better handle the mathematical situations of everyday life; to develop increased levels of intellectual independence and self-confidence.

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

APPLIED MATHEMATICS*
(Course Title)

GENERAL BUSINESS 25
(Department and Number)

Course Description:	To acquire computational skills in practical financial problems of business.
Semester Units:	3 Units
Hours Per Week:	3 (Lecture) + 0 (Lab) : 3 (Total)
Purpose and Standards:	Occupational, Certificate of Achievement Occupational, Associate in Science Degree
Prerequisite of Other Entrance Requirements:	Satisfactory aptitude score or Mathematics 21

Date June, 1969
(Course Outline Written)

(Approval)

*This course is presently being taught at Kapiolani Community College.

I. COURSE OBJECTIVES

A. General

To become aware of the various types of financial transactions which occur daily in the business world. To develop skill in the mathematics of financial transactions.

B. Specific

At the end of this course, the student should be able to:

1. Develop the skill in use of percentages and decimals
2. Provide knowledge in the computation of simple interest as well as the computation of time which is used in interest transactions
3. Familiarize himself with methods of determining bank discount on non-interest bearing and interest bearing notes
4. Compute payrolls, applying income tax, FICA and other deductions; compute change funds; become familiar with the various incentive wage computations and salary and commission pay methods
5. Compute trade discounts, cash discounts, and mark-ups relating to both cost price and selling price
6. Compute sales taxes and property taxes, depreciation by the three IRS approved methods; necessary percentages to analyze and compare financial statements
7. Determine net worth and distrubution of ownership, distribution of profit or loss in a partnership, shareholders equity in a corporation, allocation of corporate dividends; and trading on the equity by individuals, partnerships, and corporations
8. Familiarize himself with various types of insurance and methods of computing premiums, cash surrended value, and co-insurance
9. Familiarize himself with the computation of simple interest, periodic interest and compound interest and annuities, sinking funds and amortization

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

To develop an appreciation of the mathematical requirements of the daily business world and personal finances. Related to accounting, bookkeeping, marketing, and sales and general ability to survival in society.

3. TEXT AND MATERIALS

Snyder, Llewellyn R. ESSENTIAL BUSINESS MATHEMATICS. McGraw-Hill: New York.

4. REFERENCE MATERIALS

None listed.

5. AUXILIARY MATERIALS AND CONTENT

None listed.

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Assignments

7. COURSE CONTENT

A. Simple Interest

B. Bank Discounts

C. Payrolls, Wages and Commission Accounts

D. Purchase Discounts and Markup

E. Sales and Property Taxes; Depreciation; Overhead, Averages; Business Statements

F. Distribution of Ownership and Profits (losses)

G. Personal and Business Insurance

H. Periodic and Compound Interest; Annuities; Sinking Funds; Amortizations

About two weeks will be devoted to each major topic.

8. EVALUATION:

A. Bi-weekly Progress Tests	40 percent
B. Comprehensive Final Exam	60 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

HOSPITALITY WORK RELATIONS
(Course Title)

____
(Department and Number)

Course Description:	Study of individual growth and personal development, and human problems in hospitality work environment. Module B: Personal Development Module C: Work Attitudes Module D: Customer Relations
Semester Units:	B - 1 credit C - 1 credit D - 1 credit Total 3 credits
Hours Per Week:	B - 3 hours per week for 5 weeks C - 3 hours per week for 5 weeks D - 3 hours per week for 5 weeks
Purpose and Standards:	Occupational, Certificate of Achievement Occupational, Associate in Science Degree
Prerequisite or Other Entrance Requirements:	Meet College admission requirements

Date____________________
(Course Outline Written)

____
(Approval)

MODULE B: PERSONAL DEVELOPMENT

1. COURSE OBJECTIVES

A. General

To seek individual growth and personal development for job success.

B. Specific

At the end of this unit, the student should be able to:

1. Identify Maslow's theory of human needs by listing and discussing each one in relation to self
2. Read and discuss the techniques of self-understanding
3. Identify and define attitudes: given examples in own life
4. Identify and define 10 personal traits that employers, of of hospitality industry personnel, desire
5. Discuss these traits and demonstrate usefulness to self
6. Identify fifteen mannerisms and habits most likely to be objectionable to others
7. Define goal, incentive and motivation and illustrate each in daily life
8. Declare yes to at least 2/3 of questions in a list of personal good health and cleanliness
9. Identify good grooming: skin, hair, hands, nails, teeth, and feet
10. Apply positive attitudes and traits in interacting with people for 3 weeks and evaluate the results

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This unit is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Instructional materials are being developed under the Exemplary Project for Community Colleges.

4. REFERENCE MATERIALS

Books:

Chapman, Elwood. YOUR ATTITUDE IS SHOWING. Science Research Associates: Chicago, Illinois.

Davis, Keith. HUMAN RELATIONS AT WORK, 5th ed. McGraw-Hill: New York.

Ellenson, Ann. HUMAN RELATIONS. Prentice-Hall: Englewood Cliffs, New Jersey.

IMPORTANT PERSONAL SKILLS. National Restaurant Association: Chicago, Illinois.

Maslow, A. H. MOTIVATION AND PERSONALITY, 2nd ed. Harper and Row: New York.

Ross, Jean. EVERY CUSTOMER IS MY GUEST, 4th ed. Dept. of Trade and Industry: Nova Scotia, Canada.

Russon, Allien R. BUSINESS BEHAVIOR, 3rd ed. Southwestern: New York.

U. S. Dept. of Health, Education, and Welfare. TRAINING FOOD SERVICE PERSONNEL FOR THE HOSPITALITY INDUSTRY. U. S. Government Printing Office: Washington, D. C.

Industry pamphlets and brochures on company policies, personnel relations and related materials.

State Dept. of Heath pamphlets and booklets on personal hygiene and health.

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California.

COURTESY: THE INSIDE STORY

EYE OF THE SUPERVISOR

HOW DO YOU LOOK WHEN IT COUNTS?

YOUR PERSONAL APPEARANCE

Films, Coronet Films: Chicago, Illinois

MANNERS AND CUSTOMS

PERSONAL HYGIENE FOR BOYS

PERSONAL HYGIENE FOR GIRLS

Films, Film Services: Honolulu, Hawaii

BODY CARE AND GROOMING

GOOD LOOKS HERE AND NOW

YOUR ATTITUDE IS SHOWING

6. METHODS OF INSTRUCTION

A. Lecture

B. Guest Speakers

C. Student Discussions

D. Role Playing

7. COURSE CONTENT

A. Development of Personal Attitudes

1. Identification of human needs
2. Techniques of understanding self
3. Identification of attitudes
4. Acquisition of positive attitudes
5. Cultivation of habits and mannerisms

B. Development of Personal Behavior

1. Identification of human traits
2. Selection of traits for employment success
3. Cultivation of desirable behavior

C. Essentials of Good Grooming

1. Reasons for good grooming
2. Good health practices
3. Tests for good grooming

D. Assessment of Personal Development

1. Motivation factor
2. Personality factor
3. Daily practice of habits and mannerisms

8. EVALUATION

A. Progress Tests	40 percent
B. Student Demonstrations, Assignments	60 percent

MODULE C: WORK ATTITUDES

1. COURSE OBJECTIVES

A. General

To comprehend and apply positive work attitudes and habits to hospitality industry situations.

B. Specific

At the end of this unit, the student should be able to:

1. Analyze the presence of human needs and attitudes in people in the work environment
2. List 5 reasons for a supervisor needs to understand his workers
3. Describe 6 things that hospitality workers want from the job environment
4. Identify attitudes that can lead to positive results
5. Explain the importance of teamwork and cooperation with co-workers
6. Define and explain motivation by narrating case studies of situational problems
7. Given an instance of how patience can result in positive actions
8. Identify and describe on-the-job problems a worker in a hotel, restaurant or airline could encounter that would result in unpleasant interactions
9. In a one hundred to two hundred word narrative, explain the effects of learning and motivation on a typical new hotel, restaurant or airline employee
10. Identify 10 situations that can cause guest complaints based on workers' performance and attitude
11. Explain how complaints can be used to advantage for the worker, the job, the company and the hospitality industry.

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Instructional Materials are being developed under the Exemplary Project for Community Colleges.

4. REFERENCE MATERIALS

Books:

Baer, Earl E. THE SENSITIVE I PEOPLE IN BUSINESS. John Wiley & Sons: New York.

Bittel, Lester R. WHAT EVERY SUPERVISOR SHOULD KNOW. McGraw-Hill: New York.

Carvell, Fred J. HUMAN RELATIONS IN BUSINESS. MacMillan: London, England.

Chapman, Elwood N. YOUR ATTITUDE IS SHOWING; A PRIMER ON HUMAN RELATIONS, 2nd ed. Science Research Associates: Chicago, Illinois.

Chr[illegible]en, Hubert and Arthur Sherman. PERSONNEL MANAGEMENT, 2nd ed. Southwestern: New York.

Davis, Keith. HUMAN RELATIONS AT WORK. McGraw-Hill: New York.

Davis, Keith. ORGANIZATIONAL BEHAVIOR: A BOOK OF READINGS, 5th ed. McGraw-Hill: New York.

Laird, Donald A., Eleanor C. Laird, Rosemary T. Fruehling and W. Porter Swift. PSYCHOLOGY: HUMAN RELATIONS AND MOTIVATION. McGraw-Hill: New York.

IMPORTANT PERSONAL SKILLS. National Restaurant Association: Chicago, Illinois.

Serif, Med. HOW TO MANAGE YOURSELF. National Restaurant Association: Chicago, Illinois.

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California

COURTEOUS SERVICE

EYE OF THE SUPERVISOR

I JUST WORK HERE

MOTIVATING THROUGH INSIGHT

THAT'S NOT MY JOB

Transparency, Langsford Publishing Co. San Jose, California.

EFFECTIVE LISTENING

Cassettes, Educational Design: New York.

CROSS-VOCATIONAL SKILLS AND INFORMATION

ON THE JOB

6. METHODS OF INSTRUCTION

   A. Lecture

   B. Guest Speakers

   C. Student Discussions

   D. Role Playing

7. COURSE CONTENT

   A. Basic Understanding of People On the Job

      1. Human emotions
      2. Individual needs
      3. Group needs
      4. Motivation in practice

   B. The Work Environment

      1. Company needs
      2. Interpreting company policies
      3. Effective leadership
      4. Handling the problem worker

   C. Traits and Attitudes Essential in Hospitality Industry

      1. Acceptable traits and attitudes
      2. Importance of cooperation
      3. Building teamwork

D. Human Problems in the Work Environment

   1. On-the-job problems
   2. Corrective Measures

8. EVALUATION

A. Progress Tests	40 percent
B. Student Demonstrations, Assignments	60 percent

MODULE D: CUSTOMER RELATIONS

1. COURSE OBJECTIVES

A. General

To analyze the need for customer satisfaction and practice techniques for maintaining goodwill on-the-job, for the company, and industry.

B. Specific

At the end of this unit, the student should be able to:

1. Demonstrate efficient and courteous service to customers
2. Demonstrate courtesy and interest in meeting customer needs
3. Recognize the nature of 10 causes of complaints and tell how they can be handled satisfactorily
4. Recall at least 5 positive attitudes and traits and explain how they aid in handling complaints
5. Demonstrate skill in handling a special (handicapped) customer, or a difficult one
6. Explain how an other-centered point of view is evident when giving service to customers
7. Recognize the value of having positive traits of honesty, cheerfulness, and cooperation; and given an account of how this can happen on the job
8. Show in manner and speech the importance of goodwill to the job, company, and industry.

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

These are being developed under the Exemplary Project for Community Colleges.

4. REFERENCE MATERIALS

Books:

Chartrand, Maurice. CASHING IN ON CUSTOMER COMPLAINTS. Chartrand: Worcester, Massachusetts.

Davis, Keith. HUMAN RELATIONS AT WORK, 5th ed. McGraw-Hill: New York.

Lefler, Janet. THE WAITER AND HIS PUBLIC. Ahrens: New York.

Ross, Jean. EVERY CUSTOMER IS MY GUEST, 4th ed. Dept. of Trade and Industry: Nova Scotia, Canada.

Russon, Allien R. BUSINESS BEHAVIOR. Southwestern: New York.

Whyte, William F. HUMAN RELATIONS AND COMMUNICATION IN THE RESTAURANT INDUSTRY. National Restaurant Association: Chicago, Illinois.

Articles from current periodicals on customer relations and related matter

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California.

COURTESY: FOOD SERVICE IS PEOPLE SERVICE

COURTEOUS SERVICE

HANDLING COMPLAINTS

TAKING THE ORDER

THE FRONT DESK

6. METHODS OF INSTRUCTION

A. Lecture

B. Guest Speakers

C. Student Discussions

D. Role Playing

7. COURSE CONTENT

A. Relationship with Customers

1. Identify service
2. Attending to customer needs
3. Importance of goodwill
4. Awareness of positive attitudes and traits

B. Types of Customers and Their Treatment

1. The complainer
2. The unsure
3. The overfamiliar
4. The troublemaker
5. The handicapped
6. The customer with children

C. Customer Complaints

1. General types of complaints
2. Positive approach to complaints
3. Methods in handling complaints

8. EVALUATION

A. Progress Tests	40 percent
B. Student Demonstrations, Assignments	60 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

ORIENTATION TO THE HOSPITALITY INDUSTRY
(Course Title)

(Department and Number)

Course Description:	Study of the significance of the hospitality industry, manpower requirements, and employment practices. Module B: Survey of Hospitality Industry Module C: Food Sanitation and Safety Module D: Hotel Maintenance and Safety Module E: First Aid Techniques
Semester Units:	B - 1 credit C - 1 credit D - 1 credit or E - 1 credit Total 3 credits
Hours Per Week:	B - 3 hours per week for 5 weeks C - 3 hours per week for 5 weeks D - 3 hours per week for 5 weeks
Purpose and Standards:	Occupational, Certificate of Achievement Occupational, Associate in Science Degree
Prerequisite of Other Entrance Requirements:	Meet College admission requirements

Date ______________________
(Course Outline Written)

____
(Approval)

MODULE B: SURVEY OF HOSPITALITY INDUSTRY

1. COURSE OBJECTIVES

A. General

To recognize the scope, size, growth, economic significance and potential of Hawaii's hospitality industry, and to describe employment requirements, demand, and career opportunities.

B. Specific

At the end of this unit, the student should be able to:

1. List the 3 major components that make up the hospitality industry and distinguish each's role
2. Identify the activities and services of each component
3. Describe the international, national and regional growth of the industry within the last twenty years
4. State the current and future status of Hawaii's hospitality industry
5. Review the manpower requirements of the industry for the next 5 years
6. List and discuss the current job titles in the industry
7. List and discuss the skills and knowledge required for each job
8. Identify desirable requirements of a good employee
9. Complete statements concerning job application process

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Instructional materials are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

International Correspondence School. HOSPITALITY INDUSTRY. Scranton, Pennsylvania.

Kalani, Henry. CURRICULUM GUIDE FOR HOSPITALITY EDUCATION, PART I, University of Hawaii: Kapiolani Community College: Honolulu, Hawaii.

Lundberg, Donald E. and James P. Armatas. THE MANAGEMENT OF PEOPLE IN HOTELS, RESTAURANTS AND CLUBS. Wm. C. Brown: Dubuque, Iowa.

Sonnabend, Roger. YOUR FUTURE IN HOTEL MANAGEMENT. Richard Rosen Publishing Company: New York.

U. S. Dept. of Health, Education and Welfare. TRAINING FOOD SERVICE PERSONNEL FOR THE HOSPITALITY INDUSTRY. U. S. Government Printing Office: Washington, D. C.

Villella, Joseph A. THE HOSPITALITY INDUSTRY; THE WORLD OF FOOD SERVICE, 2nd ed. McGraw-Hill: New York.

Booklets, Pamphlets and Periodicals:

AFL-CIO, Local 5. AGREEMENT BETWEEN UNION AND HOTEL EMPLOYERS ASSOCIATION OF HAWAII., Honolulu.

BANK OF HAWAII MONTHLY REVIEW. Honolulu.

CORNELL HOTEL AND RESTAURANT ADMINISTRATION QUARTERLY

County Planning Offices:
HAWAII COUNTY PLANS
KAUAI COUNTY PLANS
MAUI COUNTY PLANS
OAHU COUNTY PLANS

Douglas Aircraft Company. TRANS-ASIAN TRUNK AIR ROUTES. Long Beach, California.

[illegible]RST HAWAIIAN BANK ECONOMIC INDICATORS, Monthly. Honolulu.

Harris, Kerr, Foster: PANORAMA, Quarterly. Los Angeles, California.

Harris, Kerr, Foster. TRENDS IN THE HOTEL-MOTEL BUSINESS, Annual. Los Angeles, California.

HAWAII BUSINESS, Monthly. Kim Jacobsen, Publisher: Honolulu.

Hawaii Visitors Bureau. HAWAII VISITORS BUREAU ANNUAL REPORTS. Honolulu. 1968-present.

ILWU, Local 142. AGREEMENT BETWEEN ILWU LOCAL 142 AND HOTEL EMPLOYERS ASSOCIATION OF HAWAII. Honolulu

State of Hawaii. LEGISLATORS SEASIDE RESORT STUDY MISSION. Honolulu.

State of Hawaii. REPORT OF THE GOVERNOR'S ECONOMIC ADVISORY TASK FORCE, PHASE I. Honolulu.

State of Hawaii. REPORT OF THE TEMPORARY VISITOR INDUSTRY COUNCIL. Honolulu.

Reports from Dept. of Labor and Industrial Relations, State of Hawaii, Honolulu.

Brochures and Reports from Dept. of Planning and Economic Development, State of Hawaii, Honolulu.

Brochures from hotels, travel agencies, airlines, steamships, and tourist publications:

HAWAII TOURIST NEWS

HOSPITALITY

HOTEL AND MOTEL MANAGEMENT

INSTITUTIONS

PACIFIC TRAVEL

RESORT MANAGEMENT

RESTAURANT BUSINESS

TRAVEL AND LEISURE

TRAVEL NEWS

WAIKIKI BEACH PRESS

5. AUXILIARY MATERIALS AND CONTENT

Films:

THE GOLDEN PEOPLE OF HAWAII. Hawaii Visitors Bureau: Honolulu.

HOW TO INVEST IN PEOPLE. National Restaurant Association: Chicago, Illinois.

INVESTING IN PEOPLE. National Restaurant Association: Chicago, Illinois.

6. METHODS OF INSTRUCTION

A. Lecture

B. Student Discussions, Assignments

C. Guest Speakers

D. Field Trips

7. COURSE CONTENT

A. Hospitality Industry

1. Components of the industry
2. Economic significance of the industry
3. Current and future trends
4. Manpower requirements

B. Significance of Hawaii's Hospitality Industry

1. Historical growth
2. The industry today
3. Employment demands
4. Future trends

C. Food and Beverage Business

1. Scope and size
2. Types of services and activities
3. Organization structure
4. Career opportunities

D. Hotel Business

1. Classifications
2. Types of services and activities
3. Organization structure
4. Career opportunities

E. Tour and Travel Business

1. Scope and size
2. Types of services and activities
3. Organization structure
4. Career opportunities

8. EVALUATION

A.	Progress Tests	40 percent
B.	Student Production	60 percent

MODULE C: FOOD SANITATION AND SAFETY

1. COURSE OBJECTIVES

A. General

To recognize the causes of food contamination, illness and accidents, and apply preventive measures.

B. Specific

At the end of this unit, the student should be able to:

1. Differentiate between clean and sanitary environment
2. Review and summarize the major OSHA (Office Safety and Health Act) sanitation, and health regulations affecting food service establishments
3. Identify and describe the common germs associated with food contamination and foodborne illness
4. Distinugish the micro-organisms that are useful in food preparation
5. Identify the rodents and insects that cause food contamination, foodborne illness, and unsanitary environment
6. Recognize the employee's role in contributing to clean and sanitary environment
7. Review the major safety regulations affecting food service establishments
8. Show and demonstrate the safe way to lift, climb, walk, stand and bend
9. Demonstrate application of fire preventive measures
10. Identify work habits that contribute to a more safe work environment

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

These are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Ahern, Edwin F. SAFETY TRAINING MANUAL FOR RESTAURANTS AND HOTELS. Ahrens: New York.

Barnes, Ralph M. WORK METHODS MANUAL. John Wiley & Sons: New York.

Belleau, Wilfrid. COOK CHEF AS A CARRER. Park Publishing Company: Milwaukee, Wisconsin.

Clawson, Augusta. EQUIPMENT MAINTENANCE MANUAL. Ahrens: New York.

Dept. of Labor and Industrial Relations. MANPOWER SKILLS SURVEY. State of Hawaii, Honolulu.

Dept. of Planning and Economic Development. DATA BOOK, State of Hawaii, Honolulu.

Dorsey and Devine. FARE THEE WELL. Crown Publishing Company: New York.

Frazier, William C. FOOD MICROBIOLOGY. McGraw-Hill: New York.

Fowler, West and Shugart. FOOD FOR FIFTY. John Wiley & Sons: New York.

HAWAII OCCUPATIONAL SAFETY AND HEALTH LAW, Chapter 396. Hawaii Revised Statutes, Honolulu.

Haskell, W. H. SANITATION FOR FOOD SERVICE WORKERS. Institutions Magazine: Chicago, Illinois.

Henkin, Shepard. OPPORTUNITIES IN THE HOTEL AND MOTEL INDUSTRY. Universal Publishing Company: New York.

HERING'S DICTIONARY OF CLASSICAL AND MODERN COOKERY. New York.

Longpre, Karla. QUANTITY FOOD SANITATION. John Wiley & Sons: New York.

Parker and Litchfield. FOOD SANITATION. Reinbold Publishing: London, England

Richardson, Treva and W. H. Haskell. SANITATION FOR FOOD SERVICE WORKERS. Institutional Management: Chicago, Illinois.

Shanon, Ellen. THE AMERICAN DICTIONARY OF CULINARY TERMS. A. S. Barnes: New York.

Sonnabend, Roger. YOUR FUTURE IN HOTEL MANAGEMENT. Richard Rosen Publishing Company: New York.

Stokes, John. HOW TO MANAGE A RESTAURANT. Wm. C. Brown: Dubuque, Iowa.

THE COMPLETE BOOK OF COOKING EQUIPMENT. Institutions Magazine. Chicago, Illinois.

Wilkinson, Julie. THE COMPLETE BOOK OF COOKING EQUIPMENT. Institutions Magazine. Chicago, Illinois.

Periodicals:

BUILDING MAINTENANCE AND MODERNIZATION

CHEF

HOSPITALITY

INSTITUTIONS

MODERN SCHOOLS

RESORT MANAGEMENT

5. AUXILIARY MATERIALS AND CONTENT

Films:

CHARACTERISTICS OF RATS. State Dept. of Health, Hawaii.

DON'T BE A MISSING LINK. National Safety Council

HASH SLINGING TO FOOD HANDLING. State Dept. of Health, Hawaii.

SAFE LIFTING. State Dept. of Labor, Hawaii.

SANITATION FOR FOOD SERVICE WORKERS. National Restaurant Association: Chicago, Illinois.

SERVING FOOD. State Dept. of Health, Hawaii.

THE RAT PROBLEM. State Dept. of Health, Hawaii.

TRIPS, SLIPS, AND FALLS. State Dept. of Labor, Hawaii.

6. METHODS OF INSTRUCTION

   A. Lectures, Demonstrations, Guest Speakers and Class Discussions

   B. Student Demonstrations, Discussions

   C. Guest Speakers

   D. Field Trips

7. COURSE CONTENT

   A. Environment Sanitation and Health

      1. The problem of safe food
      2. The micro-world
      3. Contamination and foodborne illness
      4. Waste disposal control
      5. Pest control

   B. Sanitary Food and Food Handling

      1. Personal hygiene
      2. Sanitary handling in food production areas
      3. Santiary handling in food service areas
      4. Sanitary handling in food storage areas
      5. Equipment sanitation

   C. The Safe Environment

      1. Job safety measures
      2. Guest protection
      3. Fire prevention
      4. Equipment care

8. EVALUATION

A.	Progress Tests	40 percent
B.	Student Demonstrations	60 percent

MODULE D: HOTEL MAINTENANCE AND SAFETY

1. COURSE OBJECTIVES

A. General

To recognize the causes and effects of unsafe and unsanitary environment and apply the acceptable practices in reducing and preventing them for guest satisfaction.

B. Specific

At the end of this unit, the student should be able to:

1. Identify the acceptable cleaning procedures used in industry for maintaining safe and clean guest accommodation areas
2. Recognize the selected products and materials used in maintaining a clean environment
3. Recognize acceptable work habits that contribute to a more safe environment and to guest satisfaction
4. Demonstrate the safe way to lift, climb, walk, stand, and bend
5. List the common causes of work accidents
6. Select the preventive measures to reduce and prevent accidents for both guests and workers
7. Distinguish the characteristics of floor and wall materials
8. Identify the correct cleaning methods for walls, floors, glass, and furniture
9. Demonstrate the proper techniques for cleaning guest rooms, floors, floor coverings, windows, glass, walls, and furnishings
10. Demonstrate the ability to clean a guest area using a vacuum cleaner
11. Match the cleaning supplies and equipment with the worker's environment

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

These are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Axler, Bruce H. SANITATION, SAFETY AND MAINTENANCE MANAGEMENT. I.T.T. Educational Services: New York.

Berkeley, Bernard. FLOORS AND FLOOR MAINTENANCE. National Restaurant Association: Chicago, Illinois.

Bradley, L. A. GUIDE FOR GOOD LAUNDRY AND LINEN SERVICE IN HOTELS AND MOTELS. Hayden Book Company: New York.

Fales, John T. FUNCTIONAL HOUSEKEEPING IN HOTELS AND MOTELS. I.T.T. Educational Services: New York.

Felsenstein, Jacob. GUIDE TO FUNCTION ROOM FURNITURE. National Restaurant Association: Chicago, Illinois.

Kotschevar, Lendal. HOW TO SELECT AND CARE FOR SERVICEWARE, TEXTILES, CLEANING COMPOUNDS, LAUNDRY AND DRY CLEANING FACILITIES. National Restaurant Association: Chicago, Illinois.

LaBell, Alta M. and Jane Barton. ADMINISTRATIVE HOUSEKEEPING. G. P. Putnam Sons: New York.

Pfiffer, W. B. and W. O. Voogle. THE CORRECT MAID FOR HOTELS AND MOTELS. Hayden Publishing Company: New York.

SAFETY DATA SHEET. National Restaurant Association: Chicago, Illinois.

5. AUXILIARY MATERIALS AND CONTENT

Films, National Restaurant Association: Chicago, Illinois.

ACCIDENTS DON'T HAPPEN

FLIES, FILTH AND FOOD, Part I and II

SANITATION: RODENTS AND INSECT CONTROL

THE ANGRY FLAME

THE MAID: CLEANING THE BATHROOM

THE MAID: MAKING UP THE ROOM

THE SERVER ASSISTANT

WORK SMART - STAY SAFE

Pamphlets and Bulletins, National Restaurant Association: Chicago, Illinois.

FIRE PROTECTION AND FIRE PREVENTION

PEST CONTROL BULLETIN

SECURITY - TECHNICAL BULLETIN

YOUR RESPONSIBILITY FOR SAFETY

6. METHODS OF INSTRUCTION

A. Lectures, Demonstrations

B. Student Demonstrations, Discussions

C. Guest Speakers

D. Field Trips

7. COURSE CONTENT

A. Employee and Public Safety

1. Job safety and employee protection
2. Guest protection measures
3. Fire prevention
4. Personal hygiene

B. Environmental and Personal Sanitation

1. Ecology and public responsibility
2. Waste disposal systems
3. Personal hygiene
4. The micro-world

C. General Cleaning Practices

   1. Guest rooms
   2. Floors and floor coverings
   3. Washrooms
   4. Windows, glass and blinds
   5. Walls
   6. Linen

D. General Maintenance Practices

   1. Equipment maintenance
   2. Structural maintenance
   3. Landscaping maintenance
   4. Pool safety

8. EVALUATION

A.	Progress Tests	40 percent
B.	Student Demonstrations	60 percent

MODULE E: FIRST AID TECHNIQUES

1. COURSE OBJECTIVES

A. General

To recognize common accidents and situations that necessitate first aid care, and to apply the preventive measures required in caring for the victims.

B. Specific

At the end of this unit, the student should be able to:

1. State the objectives of first aid treatment
2. Recognize wounds and demonstrate the proper measures in applying pressure for bleeding and tying a tourniquet.
3. Recognize symptoms of shock and demonstrate the proper measures in giving first aid
4. Demonstrate the manual and mouth-to-mouth methods of artificial respiration
5. Demonstrate first aid care for first, second, and third degree burns
6. Recognize the ill effects of heat and cold, and identify the first aid treatment for victims affected by heat exhaustion and heat stroke, and frostbite
7. Identify the effects of tetanus, animal bites, and infected wounds and state the first aid treatment
8. Demonstrate the first aid treatment for fractures and sprains
9. Recognize the symptoms of heart attacks, fainting, apoplexy, epilepsy, and identify the recommended first aid care
10. Demonstrate the first aid care for foreign objects in the eye, air passage, and food passages
11. Know how and where to get medical assistance promptly

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

The American National Red Cross. STANDARD FIRST AID COURSE.
Washington, D. C.

4. REFERENCE MATERIALS

To be selected.

5. AUXILIARY MATERIALS AND CONTENT

Films and brochures, The American National Red Cross

Films and brochures, Industrial Safety Division, Dept. of Labor and Industrial Relations, State of Hawaii

6. METHODS OF INSTRUCTION

A. Lectures, Demonstrations

B. Student Demonstrations, Discussions

7. COURSE CONTENT

A. The Purpose of First Aid

1. Recognition of what requires first aid treatment
2. Objectives of first aid treatment
3. First aid for wounds

B. First Aid for Shock and Artificial Respiration

1. Symptoms of shock
2. First aid for shock
3. Manual method of artificial respiration
4. Mouth-to-mouth method of artificial respiration

C. First Aid for Burns and Heat/Cold Effects

1. Symptoms of first, second and third degree burns
2. First aid for burns
3. Symptoms of heat exhaution, heat stroke, and frostbite
4. First aid for ill effects of heat and cold

D. First Aid for Poisoning and Body Injury

1. First aid for poisoning
2. Causes of poisoning
3. First aid for head injury
4. First aid for falls and sprains

E. First Aid for Other Needs

1. First aid for infection, tetanus, and animal bites
2. First aid for heart attack, stroke, fainting, and epilepsy
3. First aid for foreign objects in eye, air passages, and food passages
4. Proper rescue and transfer methods

8. EVALUATION

A. Progress Tests	40 percent
B. Student Demonstrations	60 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

TRAVEL INFORMATION ON HAWAII (Course Title)	____________________ (Department and Number)

Course Description:	Study of Hawaii's development, attractions and people to promote Hawaii to visitors. Module B: Hawaii, Growth and Development Module C: Hawaii, The Aloha State Module D: Island Sites and Attractions
Semester Units:	B - 1 credit C - 1 credit D - 1 credit Total 3 credits
Hours Per Week:	B - 3 hours per week for 5 weeks C - 3 hours per week for 5 weeks D - 3 hours per week for 5 weeks
Purpose and Standards:	Occupational, Certificate of Achievement Occupational, Associate in Science Degree
Prerequisite or Other Entrance Requirements:	Meet College admission requirements

Date ____________________ (Course Outline Written)	____________________ (Approval)

MODULE B: HAWAII, GROWTH AND DEVELOPMENT

1. COURSE OBJECTIVES

A. General

To recount Hawaii's growth from early settlement of the islands to present position in the world community stressing significant events, important personalities and particular aspects important to the hospitality industry.

B. Specific

At the end of this unit, the student should be able to:

1. Trace the migration of the early peoples into the Pacific, to Polynesia, and finally settlement of Hawaii
2. Narrate in 300-400 words the rule and culture of ancient Hawaii under the ali'i and the kapu system
3. Describe and/or demonstrate one of the early Hawaiian arts or crafts
4. Characterize, in 150-200 words, each of the Hawaiian monarchs identifying the most significant contribution of each
5. Give a 150-200 word account of the annexation of 1898 and its subsequent effects on government and people
6. List the structure of government in Hawaii today: state, city and county of Honolulu, and the outer island counties
7. List the laws, ordinances within the governmental structure that apply to hospitality industry workers
8. Describe the population and economic growth in the state and counties over the past 10 years in relation to the hospitality industry

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

These are being developed under the Exemplary Project for Community Colleges.

4. REFERENCE MATERIALS

Books:

ALL ABOUT HAWAII. Thrum's Hawaiian Almanac and Guide. Star Bulletin: Honolulu, Hawaii, various years.

Bushnell, O. A. ATLAS OF HAWAII. University Press of Hawaii: Honolulu, Hawaii.

Barrow, Terrence. INCREDIBLE HAWAII. Tuttle Publishing Company: Ruthland, Vermont.

Beckwith, Marth W. HAWAIIAN MYTHOLODY. University of Hawaii: Honolulu, Hawaii.

Berger, Andrew J. HAWAIIAN BIRDLIFE. University Press of Hawaii: Honolulu, Hawaii

Berry, Erik and Herbert Best. THE POLYNESIAN TRIANGLE. Funk & Wagnals: New York.

Bryan, E. H. THE HAWAIIAN CHAIN. Bishop Museum Press: Honolulu, Hawaii.

Buck, Petter H. ARTS AND CRAFTS OF HAWAII. Bishop Museum Press: Honolulu, Hawaii.

Cox, Halley J. HAWAII SCULPTURE. University Press of Hawaii: Honolulu, Hawaii.

Daws, Gavin. SHOAL OF TIME. MacMillan: New York.

Fuchs, Lawrence H. HAWAII PONO; A SOCIAL HISTORY. Harcourt Brace: New York.

Handy, E. S. Craighill, et al. ANCIENT HAWAIIAN CIVILIZATION, Revised. Tuttle Publishing Company: Rutland, Vermont.

I'i, John Papa. FRAGMENTS OF HAWAIIAN HISTORY. Bishop Museum Press: Honolulu, Hawaii.

Judd, Gerrit P. HAWAII, AN INFORMAL HISTORY. Collier: New York.

Kamakau, Samuel. KA PO'E KAHIKO; THE PEOPLE OF OLD. Bishop Museum Press: Honolulu, Hawaii.

Kamakau, Samuel. RULING CHEFS OF HAWAII. Kamehameha School Press: Honolulu, Hawaii.

Kuykendall, Ralph. THE HAWAIIAN KINGDOM. Vols. I, II, III, University Press of Hawaii: Honolulu, Hawaii.

Macdonald, Gordon A. and Agatin T. Abbot. VOLCANOS IN THE SEA; THE GEOLOGY OF HAWAII. University Press of Hawaii: Honolulu, Hawaii.

Norduke, Eleanor C. THE PEOPLING OF HAWAII. University Press of Hawaii: Honolulu, Hawaii.

Oliver, Douglas L. THE PACIFIC ISLANDS. University Press of Hawaii: Honolulu, Hawaii.

Pukui, Mary K. ENGLISH HAWAIIAN DICTIONARY. University Press of Hawaii: Honolulu, Hawaii.

Pamphlets:

Hawaii State Library: Hawaiian Islands

DISCOVERY AND EXPLORATION

HISTORY, CHRONOLOGY

INDUSTRIES

KINGS AND RULERS

POPULATION

REVOLUTION, 1893

STATEHOOD

STATISTICS

Maps of islands, Pacific Ocean and Hawaii

5. AUXILIARY MATERIALS AND CONTENT

Films available in the State: University of Hawaii, Bishop Museum, Hawaii State Library

AALA - THE LIFE AND DEATH OF A COMMUNITY

AMERICAN SAMOA: PARADISE LOST?

ARTIFACTS OF OLD HAWAII

ARTS OF POLYNESIA

BREEDING CHAMPION SUGAR CANES FOR HAWAII

CANE CAMP

CATCH A WAVE

EASTER ISLAND: PUZZLE OF THE PACIFIC

FUEL FOR THE 50TH STATE

GAUGUIN'S TAHITI: SEARCH OF PARADISE

HAWAII - PACIFIC IN MINIATURE

HAWAIIAN MEAT INDUSTRY

HEARTBEAT OF A VOLCANO

HIGHWAYS TO HAWAII

HONOLULU'S UNUSUAL WATER SUPPLY

ISLANDS OF THE SOUTH PACIFIC

KUMARA

MARY PRITCHARD

MOKIL

OCEANIA

PEOPLES OF THE ISLAND WORLD

PINEAPPLE GROWING IN HAWAII

POLYNESIAN CULTURE

SUGAR STRIKE, 1958

THE NAVIGATORS

VOLCANOES: AN ANTHOLOGY OF HAWAIIAN VOLCANOES

6. METHODS OF INSTRUCTION

   A. Lecture

   B. Student Demonstrations, Participation

   C. Field Trips

7. COURSE CONTENT

A. Ancient Hawaii

1. Pacific Ocean orientation
2. Hawaiian Islands orientation
3. Origins and migrations
4. Life, legends, gods, arts, agriculture
5. Rule and control

B. The Hawaiian Monarchy

1. European discovery
2. Reigns of Kamehameha I to Liliuokalani
    a. Outstanding contributions
    b. Relation to economic and social change
3. Annexation to the United States

C. Structure of Government in Hawaii Today

1. State government
2. City and County of Honolulu
3. Counties of outer islands
4. Relationship to Hospitality Industry

D. Economic Development

1. Population and economic growth
2. Relation to Hospitality Industry
3. Future concerns of state on tourism in Hawaii

8. EVALUATION

A. Progress Tests	50 percent
B. Student Assignments	50 percent

MODULE C: HAWAII, THE ALOHA STATE

1. COURSE OBJECTIVES

A. General

To comprehend the ways each ethnic group has preserved their own individuality while living in a diversified society and how each has contributed to Hawaii's unique heritage.

B. Specific

At the end of this unit, the student should be able to:

1. Give a 200-300 word account of an immigrant group's culture, artifacts, language, and customs: Caucasian, Asian, Pacific Islanders
2. Given an account, in 200-300 words, of today's resident as a product of racial and cultural blending, and the reflection of this integration in customs, dress, speech, architectual style, cuisine
3. Describe the preservation of ethnic heritage through newspapers, radio, movie threaters, and fraternal organizations
4. Describe the ethnic festivals: Bon Dance; Chinese and Japanese New Years' celebrations; Boys' Day, Girls' Day; Queen festivals: Narcissus, Cherry Blossom, Miss Korea, Miss Filipina; Aloha Week; May (Lei) Day
5. Speak at least thirty popular Hawaiian expressions associated with visitor satisfaction
6. Identify the concepts of Aloha by describing ways it manifests itself: in island atmosphere, places, actions, and people's personalities

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

These are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Burrows, Edwon G. HAWAII'S AMERICANS. Yale University Press: New Haven, Conneticut.

Day, Grove A. HAWAII FIFTIETH STAR. Dueel, Sloan, Pearce: New York.

Hawaii State Society of Washington, D. C. HAWAIIAN CUISINE. Tuttle Publishing Company: Rutland, Vermont.

Lind, Andrew W. HAWAII; THE LAST OF THE MAGIC ISLES. Oxford University Press: London, England.

Melandy, Brett H. THE ORIENTAL AMERICANS. Hippocrene: New York.

Samuels, Frederick. THE JAPANESE AND THE HAOLES OF HONOLULU. College and University Press: New Haven, Connecticut.

Sunset Travel Book. A GUIDE TO ALL THE ISLANDS. Lane Publishing Company: Menlo Park, California.

Wu, Chin-Chao. CHINESE IMMIGRATION IN THE PACIFIC AREA (a dissertation). University of Chicago, Illinois.

Yardley, Maili. HAWAII COOKS. Tuttle Publishing Company: Rutland, Vermont.

Periodicals:

DISCOVER HAWAII

HAWAII'S BUSINESS

SNOOPER

TOURIST NEWS

WAIKIKI BEACH PRESS

Pamphlets:

Hawaii State Library: Hawaii Islands

ECONOMIC CONDITIONS

FESTIVALS

IMMIGRATION

SOCIAL LIFE AND CUSTOMS

SPORTS AND GAMES

Maps and Pamphlets from Industry and government sources

5. AUXILIARY MATERIALS AND CONTENT

Films available in the State: University of Hawaii, Bishop Museum, Hawaii State Library

- AALA - THE LIFE AND DEATH OF A COMMUNITY
- AMERICAN SAMOA: PARADISE LOST?
- BREEDING CHAMPION SUGAR CANES FOR HAWAII
- GAUGUIN'S TAHITI: SEARCH FOR PARADISE
- HAWAII - PACIFIC IN MINIATURE
- HAWAII'S ASIAN HERITIAGE
- HEARTBEAT OF A VOLCANO
- HIGHWAYS TO HAWAII
- HONOLULU'S USUSUAL WATER SUPPLY
- ISLANDS OF THE SOUTH PACIFIC
- MARY PRITCHARD
- MOKIL
- PEOPLES OF THE ISLAND WORLD
- PINEAPPLE GROWING IN HAWAII
- POLYNESIAN CULTURE
- SOUTH PACIFIC FESTIVAL
- TAHITI CALLS
- WE ARE HAWAII

Also films from airline companies, Hawaii Visitors Bureau, and Hawaii Sugar Planter Association.

6. METHODS OF INSTRUCTION

A. Lecture

B. Guest Speakers

C. Student Assignments

D. Field Trips

7. COURSE CONTENT

A. People of Hawaii

1. Early immigrants
2. Hawaii's people today

B. Preservation of Ethnic Identity

1. In customs and festivals
2. In business and community

C. Hawaiian Expressions

1. Hawaiian alphabet
2. Everyday expressions

D. Aloha Manifested

1. In surroundings and atmosphere
2. In people actions and appearance
3. In island style of living

8. EVALUATION

A. Progress Tests	40 percent
B. Student Assignments	60 percent

MODULE D: ISLAND SITES AND ATTRACTIONS

1. COURSE OBJECTIVES

A. General

To recognize and become familiar, as a hospitality industry worker, with places of interest to Hawaii's visitors: historic and cultural locations, scenic and recreational sites, major entertainment places, well-known resort areas, and popular eating places.

B. Specific

At the end of this unit, the student should be able to:

1. Name, locate, and describe the historic sites and buildings on each of the 5 major islands: Hawaii, Maui, Oahu, Kauai, Molokai
2. Given a list, name and locate all the given cultural centers on Oahu
3. Given a list, name and locate at least 5 major hotels on Oahu, Maui, Kauai, and Hawaii
4. Given a list or article, name and locate popular entertainment places on Oahu and describe the kind of entertainment that distinguishes each place
5. Give an account of a personal visit to each of the following: Bishop Museum, Academy of Arts, and an historical place
6. Identify, locate and give the significance of historical, cultural, and scenic sites of Hawaii
7. Select pictures of Hawaii's scenic and historical sites, cultural events and entertainment places appearing in the Waikiki Beach Press and Tourist News

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

These are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Buck, Peter. ARTS AND CRAFTS OF HAWAII. Bishop Museum Press: Honolulu, Hawaii.

Clark, John R. BEACHES OF OAHU. University Press of Hawaii: Honolulu, Hawaii.

Davenport, William W. FODOR'S HAWAII. McKay Company: New York.

Hargreaves, Dorothy and Bob, BLOSSOMS, Hargreaves: Portland, Oregon.

Neal, Marie C. IN GARDENS OF HAWAII. Bishop Museum Press: Honolulu, Hawaii.

Pukui, Mary K. and Samuel H. Elbert. HAWAIIAN DICTIONARY. University Press of Hawaii: Honolulu, Hawaii.

Pukui, Mary K. and Samuel H. Elbert. PLACE NAMES OF HAWAII. University Press of Hawaii: Honolulu, Hawaii.

University of Hawaii Geography Dept. ATLAS OF HAWAII. University Press of Hawaii: Honolulu, Hawaii.

Periodicals:

DISCOVER HAWAII

HAWAII BUSINESS

HONOLULU

TOURIST NEWS

WAIKIKI BEACH PRESS

5. AUXILIARY MATERIALS AND CONTENT

Films available in the State: University of Hawaii, Bishop Museum, Hawaii State Library

HAWAII - PACIFIC IN MINIATURE

HEARTBEAT OF A VOLCANO

PINEAPPLE GROWING IN HAWAII

TAHITI CALLS

6. METHODS OF INSTRUCTION

A. Lecture

B. Student Participation, Assignments

C. Field Trips

7. COURSE CONTENT

A. Hawaii: The Orchid Isle

1. Historic, and cultural sites; landmarks
2. Volcano National Park
3. Scenic places
4. Flora and fauna
5. Recreational sites and activities
6. Entertainment and dining places

B. Maui: The Valley Isle

1. Historic, and cultural sites; landmarks
2. Scenic places
3. Recreational sites and activities
4. Entertainment and dining places

C. Molokai: The Friendly Isle

1. Historic, and cultural sites; landmarks
2. Scenic places
3. Recreational sites and activities
4. Entertainment and dining places

D. Oahu: The Aloha Isle

1. Historic sites and landmarks
2. Entertainment places of interest
3. Scenic places
4. Flora and fauna
5. Cultural centers
6. Recreational sites and activities
7. Entertainment and dining places

E. Kauai: The Garden Isle

1. Historic sites and landmarks
2. Scenic places
3. Flora and fauna
4. Recreational sites and activities
5. Entertainment and dining places

8. EVALUATION

A.	Progress Tests	40 percent
B.	Student Assignments	60 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

MENU ANALYSIS AND CULINARY TERMINOLOGY
(Course Title)

(Department and Number)

Course Description:	Study of the structure, culinary terminology and use of various menus in order to provide satisfactory service to guests and visitors.
Semester Units:	1 credit Total 1 credit
Hours Per Module:	10 lecture hours and 10 lab hours
Purpose and Standards:	Occupational, Certificate of Achievement Occupational, Associate in Science Degree
Prerequisite or Other Entrance Requirements:	Meet College admission requirements

Date ______________________
(Course Outline Written)

____
(Approval)

MENU ANALYSIS AND CULINARY TERMINOLOGY

1. COURSE OBJECTIVES

A. General

To recognize the uses of a menu, and comprehend terms and items in providing services to guests and visitors.

B. Specific

At the end of this unit, the student should be able to:

1. List the 8 guides that a well-planned menu provides for a hospitality industry worker
2. Identify the purposes of a commercial menu
3. Distinguish among the types of menu for fast food, arm and queridon tray service
4. Identify the 5 most popular reasons for the selection of a restaurant
5. Identify fifty menu terms with the correct definition
6. Pronounce a given list of fifty terms satisfactorily
7. Abbreviate a given list of fifty menu terms
8. Identify food preparation methods and equipment with selected menu terms

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

These are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Axler, Bruce H. SHOWMANSHIP IN THE DINING ROOM. I.T.T. Educational Services: New York.

Axler, Bruce H. TABLESERVICE TECHNIQUES. I.T.T. Educational Services: New York.

Bazore, Katherine. HAWAIIAN AND PACIFIC FOODS. Barrows Company: New York.

Brodner, Carlson and Maschal. PROFITABLE FOOD AND BEVERAGE OPERATIONS. Ahrens: New York.

Dahl, Crete. FOOD AND MENU DICTIONARY. Institutions Magazine: Chicago, Illinois.

ESSENTIALS OF TABLESERVICE. Cornell University: Ithaca, New York.

Fisher, M. F. K. COOKS'S AND DINER'S DICTIONARY. Funk & Wagnals: New York.

Hawaiian Epicure. HAWAIIAN EPICURE. Peanut Butter Publishers: Seattle, Washington.

Hoke, Ann. RESTAURANT MENU PLANNING. National Restaurant Association: Chicago, Illinois.

Kotschevar, Lendal. MANAGEMENT BY MENU. National Restaurant Association: Chicago, Illinois.

Kreck, Lothar A. MENUS: ANALYSIS AND PLANNING. Cahners: Boston, Massachusetts.

Martin, Ruth. INTERNATIONAL DICTIONARY OF FOOD AND COOKING. National Restaurant Association: Chicago, Illinois.

Restaurant Business Inc. MENU PLANNING AND FOOD MERCHANDISING. I.T.T. Educational Services: New York.

Seaberg. Albin G. MENU DESIGN. Cahners: Boston, Massachusetts.

Simon, Andre L. and Robin Howe. DICTIONARY OF GASTRONOMY. National Restaurant Association: Chicago, Illinois.

Stokes, John W. FOOD SERVICE IN INDUSTRY AND INSTITUTIONS. Wm. C. Brown: Dubuque, Illinois.

Visick, Hubert E. and Peter E. Van Kleek. MENU PLANNING; A BLUEPRINT FOR PROFIT. McGraw-Hill: New York.

Periodicals:

COOKING FOR PROFIT

FOOD MERCHANDISING

INSTITUTIONS

RESTAURANT BUSINESS

RESTAURANT HOSPITALITY

Menu from restaurants, clubs and hotels

5. AUXILIARY MATERIALS AND CONTENT

Films, filmstrips, slides and 8mm cartridges,
National Educational Media: Encino, California.

PRESENTATION OF FOOD AND BEVERAGE

THE CUSTOMER

6. METHODS OF INSTRUCTION

A. Lecture, Demonstrations

B. Guest Speakers

C. Student Practice, Assignments

7. COURSE CONTENT

A. Identification of a Menu

1. Purposes
2. Types of menus and operations
3. Physical characteristics
4. Qualities of a good menu
5. Features of a bad menu
6. Menu as a management tool

B. Guest Requirements of a Menu

1. Basic information needed by guests
2. Selection factors
3. Applied salesmanship

C. Culinary Terms of a Menu

1. Define American, local and foreign terms
2. Spelling and abbreviation drill
3. Pronunciation drill
4. Usage of terms

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

COOPERATIVE EDUCATION* (Course Title)	(Department and Number)

Course Description: Integration of classroom seminars with planned and supervised work experiences in the hospitality industry for career development.

Semester Units: 1 to 4 Units

Hours Per Week: 2 hours lecture per week, and 15-20 hour work week for 3 weeks per unit

Purpose and Standards: Occupational, Associate in Science Degree

Prerequisite or Other Entrance Requirements: Completion of basic core requirements or two semesters, or consent of instructor

Date __________________________
(Course Outline Written)

____
(Approval)

*This course is presently being taught at Kapiolani Community College.

COOPERATIVE EDUCATION

1. COURSE OBJECTIVES

A. General

To integrate theory and practice in vocational career development through weekly seminars and conferences and planned practical experience in related hospitality industry assignments.

B. Specific

At the end of this unit, the student should be able to:

1. Complete sentences describing the functions and services of Hawaii's hospitality industry
2. List the industry's job titles and match their job descriptions
3. Given a list, select the interested job titles for personal career development
4. Demonstrate ability to secure work assignments by following prescribed procedures in the job application process
5. Given application forms, complete them according to criteria given by instructor
6. Given a job description form, choose those statements that describe tasks, qualifications, responsibilities and organizational relationship
7. Given actual cases in human relations, identify the problems and list the alternate solutions to minimize them
8. List the conditions and situations that contribute to personal growth through on-the-job experiences
9. Describe the values of attitudes to successful employment by selecting case study examples
10. Complete sentences comparing the knowledges and skills learned on-the-job with classroom experiences
11. Demonstrate favorable evaluation by both the instructor and supervisor on work and personal development

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Hertzson, Seymour. HOSPITALITY INDUSTRY COOPERATIVE TRAINING. I.T.T. Educational Services: New York.

4. REFERENCE MATERIALS

Books:

Bennett, Robert L. EDUCATIONAL WORK EXPERIENCES IN COOPERATIVE EDUCATION. Action-Link Systems: San Mateo, California.

CAREER LADDERS IN THE FOOD SERVICE INDUSTRY. National Restaurant Association: Chicago, Illinois.

Chapman, Elwood N. WORK EXPERIENCE SURVIVAL KIT. Goodyear Publishing Company: Pacific Palisades, California.

HOW TO INVEST IN PEOPLE: A HANDBOOK ON CAREER LADDERS. National Restaurant Association: Chicago, Illinois.

Lundberg, Donald E. and James Armatas. MANAGEMENT OF PEOPLE IN HOTELS, RESTAURANTS AND CLUBS. Wm. C. Brown: Dubuque, Iowa.

Seaverns, Charles F. A MANUAL FOR COORDINATORS OF COOPERATIVE EDUCATION. Northeastern University: Boston, Massachusetts.

Serif, Med. HOW TO MANAGE YOURSELF. National Restaurant Association: Chicago, Illinois.

THE IMPORTANT PERSONAL SKILLS. National Restaurant Association: Chicago, Illinois.

Tourism Education Corporation. HOSPITALITY INDUSTRY GUIDE FOR WRITING AND USING TASK UNIT JOB DESCRIPTION. National Restaurant Association: Chicago, Illinois.

Industry Forms:

Job applications, evaluation, work contract, and job description

College Forms:

Interest survey, coordinator, timesheet, and work completion

5. AUXILIARY MATERIALS AND CONTENT

Films:

CROSS-VOCATIONAL SKILL AND INFORMATION, 3 M Company: St. Paul, Minnesota.

DISCIPLINE, A MATTER OF JUDGEMENT. National Educational Media: Encino, California.

DRAWING CONCLUSIONS IS A TRICKY ART. Centron: Lawrence, Kansas.

YOUR PERSONAL APPEARANCE. National Educational Media: Encino, California.

Transparencies, Langsford Publishing Co., San Jose, California

BASIC SUPERVISORY SKILLS

GROUP BRAINSTORMING

PROBLEM-SOLVING

Cassette, 3 M Company: St. Paul, Minnesota

ON THE JOB

6. METHODS OF INSTRUCTION

A. Lecture

B. Discussion and Class Assignments

C. Student Conferences

D. On-the-job Visitation

E. Guest Speakers

F. Field Trips

7. COURSE CONTENT

A. Orientation to World of Work

1. Goals of cooperative education
2. Nature of work assignments
3. Aims of career development
4. Analysis of labor market

B. Seminar on Personnel Management

1. Completion of the application form
2. Composition of resumes
3. Analysis of selection process
4. Programs in job orientation
5. Uses of job descriptions

C. Seminar on Work Relations

1. Types of company policies and regulations
2. Problems in communication
3. Problems in morale
4. Problems in supervision

D. Conferences on Career Development

1. Evaluation of instructor's visitations
2. Evaluation of classroom theory to work situations
3. Selection of career goals

E. Conferences in Personal Development

1. Appraisal of job satisfaction
2. Evaluation of attitudinal changes
3. Discussion of evaluation sheets

8. EVALUATION

A. Student Work Experiences	75 percent
B. Class Discussions and Assignments	25 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

HOSPITALITY MANAGEMENT
(Course Title)

(Department and Number)

Course Description:	Study and analysis of planning and operating materials, manpower and financial resources in hotel, restaurant and travel operations. Module B: Functions of Management Module C: Operational Systems Module D: Purchasing and Inventory Control Module E: Cost Control Module F: Personnel Functions Module G: Facilities Design and Maintenance
Semester Units:	B - 1 credit C - 1 credit D - 1 credit E - 1 credit F - 1 credit G - 1 credit Total 6 credits
Hours Per Week:	B - 3 hours per week for 5 weeks C - 3 hours per week for 5 weeks D - 3 hours per week for 5 weeks E - 3 hours per week for 5 weeks F - 3 hours per week for 5 weeks G - 3 hours per week for 5 weeks
Purpose and Standards:	Occupational, Certificate of Achievement Occupational, Associate in Science Degree
Prerequisite or Other Entrance Requirements:	Meet College admission requirements

Date ______________________
(Course Outline Written)

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(Approval)

MODULE B: FUNCTIONS OF MANAGEMENT

1. COURSE OBJECTIVES

A. General

To comprehend the fundamental principles, regulations, and practices of hospitality management.

B. Specific

At the end of this unit, the student should be able to:

1. Describe the 5 principles of hospitality management
2. Review hotel and travel organizations and their use of these principles
3. Interpret speakers' information on the efficient management methods existing in hotel, restaurant and travel operations
4. Describe the supervisor's major duties and responsibilities
5. Compare management practices of large and small organizations in hotels, restaurants, and travel services
6. List the technical, conceptual, and attitudinal qualities desired of a successful manager
7. List the major laws of innkeeping in the United States
8. Identify the local and state laws and regulations that affect hospitality operations
9. Select articles from current trade journals that describe management practices, operational problems and laws in the hospitality industry and discuss them

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Lundberg, Donald E. and James P. Armatas. MANAGEMENT OF PEOPLE IN HOTELS, RESTAURANTS AND CLUBS. Wm. C. Brown: Dubuque, Iowa.

4. REFERENCE MATERIALS

Books:

Axler, Bruce H. MANAGEMENT OF HOSPITALITY OPERATIONS. National Restaurant Association: Chicago, Illinois.

Drucker, Peter. MANAGEMENT TASKS, RESPONSIBILITIES, PRACTICES. National Restaurant Association: Chicago, Illinois.

Fuller, Don. MANAGE OR BE MANAGED. Cahners Books: Boston, Massachusetts.

Kalt, Nathan. INTRODUCTION TO THE HOSPITALITY INDUSTRY. I.T.T. Educational Services: New York.

Kalt, Nathan. LEGAL ASPECTS OF HOTEL, MOTEL AND RESTAURANT OPERATION. I.T.T. Educational Services: New York.

Keister, Douglas C. and Ralph D. Wilson. SELECTED READINGS FOR AN INTRODUCTION TO HOTEL AND RESTAURANT MANAGEMENT. McCutchan Publishing Co.: Berkeley, California.

Koontz, Harold. APPRIAISING MANAGERS AS MANAGERS. National Restaurant Association: Chicago, Illinois.

Lattin, Gerald W. MODERN HOTEL AND MOTEL MANAGEMENT, 2nd ed. W.H. Freeman & Co.: San Francisco, California

Levinson, Charles. FOOD AND BEVERAGE OPERATION. National Restaurant Association: Chicago, Illinois.

Lundberg, Donald E. THE HOTEL AND RESTAURANT BUSINESS. Institutions Magazine. Chicago, Illinois.

Lundberg, Donald E. THE TOURIST BUSINESS. Cahners Books: Boston, Massachusetts.

McIntosh, Robert W. TOURISM; PRINCIPLES, PRACTICES, PHILOSOPHIES. Grid Inc.: Columbus, Ohio.

Peters, Michael. INTERNATIONAL TOURISM. Hutchinson: London, England.

Podd, G. and J. Lesure. PLANNING AND OPERATING MOTELS AND MOTOR HOTELS. Ahrens: New York.

Sherry, John H. THE LAWS OF INNKEEPERS. National Restaurant Association, Chicago, Illinois.

Stokes, John W. HOW TO MANAGE A RESTAURANT. Wm. C. Brown: Dubuque, Iowa.

Vallen, Jerome. THE ART AND SCIENCE OF MODERN INNKEEPING. Ahrens: New York.

Weiss, W.H. THE ART AND SKILL OF MANAGING PEOPLE. National Restaurant Association: Chicago, Illinois.

Witsky, Herbert K. MODERN HOTEL AND MOTEL MANAGEMENT METHODS. Ahrens: New York.

Periodicals:

- CORNELL QUARTERLY
- HOSPITALITY
- HOTEL AND MOTEL MANAGEMENT
- INSTITUTIONS
- RESTAURANT BUSINESS

Pamphlets and booklets from hotels, airlines, and restaurants

5. AUXILIARY MATERAILS AND CONTENT

Films, filmstrips, slides and 8mm Cartridges, National Educational Media: Encino, California

- DELEGATE, DON'T ABDICATE
- EYE OF THE SUPERVISOR
- PROFILE OF A MANAGER

Transparencies, Langsford Publishing Co., San Jose, California

- BASIC SUPERVISORY SKILLS
- DECISION-MAKING PROCESS
- LEADERSHIP
- PROBLEM SOLVING

6. METHODS OF INSTRUCTION

A. Lecture

B. Student Assignments

C. Guest Speakers

7. COURSE CONTENT

A. Principles of Hospitality Management

  1. Planning and forecasting
  2. Organizing
  3. Staffing
  4. Directing
  5. Controlling

B. Management by Objectives

  1. Defining objectives
  2. Determining policies and procedures
  3. Setting standards and measurements
  4. Evaluating performance

C. Tools of Supervision and Management

  1. Organization chart
  2. Leadership ability
  3. Participative management
  4. Decision making process
  5. Systems analysis

D. Legal Aspects of Hospitality Management

  1. Definitions and relationships
  2. Regulations by governmental agencies
  3. Duties and responsibilities to guests and visitors
  4. Hawaii's regulations

E. Practices in Hospitality Management

  1. Planning for profit
  2. Marketing programs
  3. People and service orientation
  4. Styles of operations

8. EVALUATION

A.	Progress Tests	60 percent
B.	Student Production	40 percent

MODULE C: OPERATIONAL SYSTEMS

1. COURSE OBJECTIVES

A. General

To analyze operational practices in hotels, restaurants and travel establishments and apply the more efficient managerial techniques.

B. Specific

At the end of this unit, the student should be able to:

1. State the types of management in hotels, restaurant and travel establishments
2. Identify the management procedures employed in providing service to guests
3. List the ten steps taken in supervising work and workers
4. Identify the criteria for efficiency used by a manager or supervisor in operating his department
5. Describe the supervisory techniques in managing an operation: rooms, sales, dining room, kitchen operations
6. Practice supervising a particular operation: front office, housekeeping, dining room, kitchen
7. Demonstrate ability to coordinate and direct workers
8. Identify causes of problems encountered during supervisory practices
9. Select alternative solutions to operational problems
10. Given a list of cases in supervising people, select the response that identifies acceptable solutions

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Axler, Bruce H. MANAGEMENT OF HOSPITALITY OPERATIONS. National Restaurant Association: Chicago, Illinois.

Bittel, Lester R. WHAT EVERY SUPERVISOR SHOULD KNOW. McGraw-Hill: New York.

Boyd, Bradford B. MANAGEMENT-MINDED SUPERVISION. National Restaurant Association: Chicago, Illinois.

Davies, Keith. HUMAN RELATIONS AT WORK. McGraw-Hill: New York.

Drucker, Peter. MANAGING FOR RESULTS. National Restaurant Association: Chicago, Illinois.

Grossman, Harold. PRACTICAL BAR MANAGEMENT. Ahrens: New York.

International Correspondence Schools. MODERN MANAGEMENT SEMINAR. Scranton, Pennsylvania.

Koontz, Harold. APPRAISING MANAGERS AS MANAGERS. National Restaurant Association: Chicago, Illinois.

Lattin, Gerald W. MODERN HOTEL AND MOTEL MANAGEMENT, 2nd ed. W.H. Freeman & Co.: San Francisco, California.

Lundberg, Donald E. and James P. Armatas. THE MANAGEMENT OF PEOPLE IN HOTELS, RESTAURANTS AND CLUBS. Wm. C. Brown: Dubuque, Iowa.

MODERN MOTELKEEPING. Motor Inn Journal: Chicago, Illinois.

Podd, G. and J. Lesure. PLANNING AND OPERATING MOTELS AND MOTOR HOTELS. Ahrens: New York.

Robbins, James G. and Barbara S. Jones. EFFECTIVE COMMUNICATION FOR TODAY'S MANAGER. National Restaurant Association: Chicago, Illinois.

Scholz, William. PROFITABLE HOTEL AND MOTEL MANAGEMENT. National Restaurant Association: Chicago, Illinois.

Stokes, John W. HOW TO MANAGE A RESTAURANT. Wm. C. Brown: Dubuque, Iowa.

Vallen, Jerome. THE ART AND SCIENCE OF MODERN INNKEEPING. Ahrens: New York.

Weiss, W.H. ART AND SKILL OF MANAGING PEOPLE. National Restaurant Association: Chicago, Illinois.

Wilkinson, Jule, Editor. INCREASING PRODUCTIVITY IN FOOD SERVICE.
Cahners: Boston, Massachusetts.

Witzky, Herbert K. THE MODERN HOTEL AND MOTEL MANAGEMENT METHODS.
Ahrens: New York.

Periodicals:

CORNELL QUARTERLY

RESORT MANAGEMENT

RESTAURANT HOSPITALITY

Forms and pamphlets from hotels, restaurants, airlines, and tour and travel companies

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California

COURTESY: THE INSIDE STORY

DELEGATE DON'T ABDICATE

DISCIPLINE: A MATTER OF JUDGEMENT

PROFILE OF A MANAGER

STRATEGY FOR WINNING

Transparencies, Langsford Publishing Co., San Jose, California

BASIC SUPERVISORY SKILLS

BUILDING BASIC MANAGEMENT SKILLS

DECISION-MAKING PROCESS

LEADERSHIP

6. METHODS OF INSTRUCTION

A. Lecture, Demonstrations

B. Student Participation, Observations, Assignments

C. Guest Speakers

7. COURSE CONTENT

A. Operational Systems in the Hospitality Industry

1. Setting up the right organization
2. Determining style of management
3. Problems in management
4. Supervising work and workers
5. Controlling costs

B. Role of the Supervisor

1. Working with people
2. Handling complaints
3. Improving and controlling performance
4. Getting the work done
5. Winning Cooperation

C. Managing the Operations

1. Directing personnel and production
2. Reviewing performance
3. Seeking alternative solutions

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

MODULE D: PURCHASING AND INVENTORY CONTROL

1. COURSE OBJECTIVES

A. General

To apply storeroom management practices and inventory control systems in hotel, restaurant and travel operations.

B. Specific

At the end of this unit, the student should be able to:

1. List the 2 types of purchasing practices
2. Arrange in order the 10 steps in storeroom operations
3. Select from a given list the desirable qualities of purchasing agent
4. Identify the buying, receiving, and issuing froms used in storeroom operations
5. List the 4 types of information required for a purchase specification
6. Name the 3 essential factors in the receiving procedure
7. Demonstrate ability to complete the Receiving Clerk's Daily Report
8. Select from a list the correct storage temperatures for purchased goods
9. Distinguish between FIFO and LIFO inventory systems
10. Identify the 3 types of information required on inventory records
11. Distinguish between perpetual and physical inventories
12. Demonstrate ability to operate the storeroom properly
13. Demonstrate ability to file inventory records correctly

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Bradley, L.A. THE SELECTION, CARE AND LAUNDERING OF INSTITUTIONAL TEXTILES. National Restaurant Association: Chicago, Illinois.

Felsenstein, Jacob. GUIDE TO FUNCTION ROOM FURNITURE. National Restaurant Association: Chicago, Illinois.

Grossman, Harold J. GROSSMAN'S GUIDE TO WINES, SPIRITS AND BEER. Scribner's Sons: New York.

Kotschevar, Lendal H. HOW TO SELECT AND CARE FOR SERVICE-WARE, TEXTILES, CLEANING COMPOUNDS, LAUNDRY AND DRY CLEANING FACILITIES. National Restaurant Association: Chicago, Illinois.

Kotschevar, Lendal H. MANAGEMENT BY MENU. National Restaurant Association: Chicago, Illinois.

Krueckeberg, Harry F. and John F. Freshwater. FOOD PURCHASING PROCEDURES OF SMALL FOODSERVICE OPERATIONS. National Restaurant Association: Chicago, Illinois.

Levinson. FOOD AND BEVERAGE OPERATION. National Restaurant Association: Chicago, Illinois.

Maizel, Bruno. FOOD AND BEVERAGE COST CONTROLS. I.T.T. Educational Services: New York.

MEAT BUYER'S GUIDE. National Association of Meat Purveyors: Chicago, Illinois.

Rosse, Lynne and Roberta M. McHenry. STUDY COURSE IN FOOD PURCHASING. National Restaurant Association: Chicago, Illinois.

Schneider, Madelin Severson. THE SCIENCE OF HOUSEKEEPING. National Restaurant Association: Chicago, Illinois.

Periodicals:

BUILDING OPERATING MANAGEMENT

FOOD SERVICE MARKETING

INSTITUTIONS

HAWAII BEVERAGE GUIDE

HOSPITALITY

HOTEL AND MOTEL MANAGEMENT

RESTAURANT BUSINESS

Forms and pamphlets from hotels, restaurants, airlines, and tour and travel companies

5. AUXILIARY MATERIALS

Films, National Educational Media: Encino, California

FOOD PURCHASING I: GENERAL PRINCIPLES

FOOD PURCHASING II LET THE BUYER BEWARE

INCREASING PRODUCTIVITY

RECEIVING AND STORING

Bulletins, National Restaurant Association: Chicago, Illinois

BUYING, HANDLING AND USING FRESH FRUITS

BUYING, HANDLING AND USING FRESH VEGETABLES

6. METHODS OF INSTRUCTION

A. Lecture, Demonstrations

B. Student Demonstrations

C. Guest Speakers

D. Field Trips

7. COURSE CONTENT

A. Purchasing Process

1. Types of purchases
2. Purchase specifications
3. Purchase order
4. Market study
5. Practice in purchasing

B. Storeroom Operations

1. Receiving procedures
2. Storing procedures
3. Issuing procedures
4. Receiving clerk's daily report

C. Inventory Control

1. Perpetual inventory
2. Physical inventory
3. FIFO and LIFO

8. EVALUATION

A.	Progress Tests	40 percent
B.	Student Production	60 percent

MODULE E: COST CONTROL

1. COURSE OBJECTIVES

A. General

To evaluate the use of budgets, records, and reports in managing people and profit for a hospitality industry operation.

B. Specific

At the end of this unit, the student should be able to:

1. Define the term, cost control, and describe its usage in hotel, restaurant and travel operations
2. Distinugish between horizontal and vertical analyses in comparing costs
3. List 6 aspects of cost control in food and beverage operations
4. Define the term "break even" as used in hospitality operations
5. From a given list, select the duties and responsibilities of a cost controller
6. Name the major items in a budgetary control plan
7. Prepare a Supervisor's Checklist for reducing labor cost
8. Complete sentences describing the 4 reports that a Supervisor reads daily in operating his department
9. Distinguish between daily and periodic controls
10. Identify the twenty-four standard and special financial statements that a manager may be required to review in industry
11. Prepare a list of expenses that occur in an operating department of a hotel, restaurant, or travel establishment
12. Given a Control Par List, prepare work schedules for an operating department

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Curtis, Bob. SECURITY CONTROL. National Restaurant Association: Chicago, Illinois.

Dittmer, Paul. ACCOUNTING PRACTICES FOR HOTELS, MOTELS AND RESTAURANTS. I.T.T. Educational Services: New York.

Fisher, William. PROFITABLE FINANCIAL MANAGEMENT FOR FOOD SERVICE OPERATORS THROUGH PROFIT PLANNING. National Restaurant Association: Chicago, Illinois.

Keiser, James and Elmer Kallio. CONTROLLING AND ANALYZING COSTS IN FOOD SERVICE OPERATIONS. National Restaurant Association: Chicago, Illinois.

Keister, Douglas K. HOW TO USE THE UNIFORM SYSTEM OF ACCOUNTS FOR HOTELS AND RESTAURANTS. National Restaurant Association: Chicago, Illinois.

Lattin, Gerald W. MODERN HOTEL AND MOTEL MANAGEMENT, 2nd ed. W.H. Freeman & Co.: San Francisco, California.

Laventhol, Krekstein, Horwath and Horwath. UNIFORM SYSTEM OF ACCOUNTS FOR RESTAURANTS. National Restaurant Association: Chicago, Illinois.

Maizel, Bruno. FOOD AND BEVERAGE COST CONTROLS. I.T.T. Educational Services: New York.

Podd, G. and J. Lesure. PLANNING AND OPERATING MOTELS AND MOTOR HOTELS. Ahrens: New York.

Stokes, John W. HOW TO MANAGE A RESTAURANT. Wm. C. Brown: Dubuque, Iowa.

Tarr, Stanley B. and Clifford T. Fay. BASIC BOOKKEEPING FOR THE HOSPITALITY INDUSTRY. National Restaurant Association: Chicago, Illinois.

UNIFORM SYSTEMS OF ACCOUNTS FOR HOTELS AND MOTELS. American Hotel and Motel Association: New York.

Vallen, Jerome. CHECK IN - CHECK OUT. Wm. C. Brown: Dubuque, Iowa.

Vallen, Jerome. THE ART AND SCIENCE OF MODERN INNKEEPING. Ahrens: New York.

Witzky, Herbert. PRACTICAL HOTEL AND MOTEL COST REDUCTION HANDBOOK. Ahrens: New York.

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California

BUILDING OPERATING MANAGEMENT

INCREASING PRODUCTIVITY

PREVENTING EMPLOYEE THEFT

WASTE PREVENTION

Transparency, Langsford Publishing Co., San Jose, California.

INVENTORY CONTROL

Forms, reports and financial statements from hotels, restaurants, airlines, and tour and travel companies

6. METHODS OF INSTRUCTION

A. Lecture

B. Guest Speakers

C. Student Assignments

7. COURSE CONTENT

A. Budget Plans

1. Purposes of budgets
2. Break even analysis
3. Operating budgets
4. Concept of control

B. Cost Control Procedures

1. Occupancy control
2. Food and beverage cost control
3. Inventory control systems
4. Purchasing controls
5. Production controls
6. Precost control methods

C. Financial Reports and Statements

1. Manager's daily report
2. Revenue report
3. Payroll reports
4. Product reports
5. Food and beverage reports
6. Profit and loss statements
7. Inventory reports

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

MODULE F: PERSONNEL FUNCTIONS

1. COURSE OBJECTIVES

A. General

To apply the principles of personnel practice for training and motivating hospitality industry workers.

B. Specific

At the end of this unit, the student should be able to:

1. Select 5 major functions of personnel management in industry
2. Name 10 recruiting sources for obtaining employees
3. Given a guide, fill out an application form
4. Conduct job interviews satisfactorily in a simulated job interview situation
5. Write a job description
6. Identify the purposes for orienting the new employee
7. List 3 reasons for the job training schedule
8. Identify uses of the job analysis
9. Given an instructional questionaire sheet, conduct a job analysis of a worker
10. Identify the rating schedules found on an appraisal form
11. Given a list, choose correct statements about the instructional techniques
12. Complete sentences regarding learning principles for on-the-job training
13. Demonstrate the ability to conduct a training session
14. Prepare a list of basic and desirable needs of employees
15. Complete statements concerning morale indicators at work
16. Identify characteristics of effective leadership

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Brigham, Grace H. HOUSEKEEPING. National Restaurant Association: Chicago, Illinois.

ESSENTIALS OF GOOD TABLE SERVICE. Cornell University: Ithaca, New York.

Heldenbrand, Howard V. MOTEL HOSPITALITY. National Restaurant Association: Chicago, Illinois.

INSTRUCTOR'S GUIDE FOR THE TEACHING OF PROFESSIONAL COOKING. Culinary Institute of America: Hyde Park, New York.

International Correspondence Schools. EFFECTIVE TRAINING. Scranton, Pennsylvania.

Lundberg, Donald E. and James P. Armatas. THE MANAGEMENT OF PEOPLE IN HOTELS, RESTAURANTS AND CLUBS. Wm. C. Brown: Dubuque, Iowa.

McQuaig, Jack H. HOW TO MOTIVATE MEN. National Restaurant Association: Chicago, Illinois.

Pfeiffer, William B. and Walter O. Voegele. THE CORRECT MAID FOR HOTELS AND MOTELS. Ahrens: New York.

Ross, Jean. EVERY CUSTOMER IS MY GUEST. Dept. of Trade and Industry: Nova Scotia, Canada.

Ross, Lynne. WORK SIMPLIFICATION IN FOOD SERVICE. National Restaurant Association: Chicago, Illinois.

Stokes, Paul M. TOTAL JOB TRAINING. National Restaurant Association: Chicago, Illinois.

TRAINING YOURSELF FOR FAST FOOD SERVICE. Restaurant-Hotel Aids: Minneapolis, Minnesota.

U. S. Dept. of Health, Education and Welfare. TRAINING FOOD SERVICE PERSONNEL FOR THE HOSPITALITY INDUSTRY. U. S. Supt. of Documents: Washington, D. C.

Periodicals:

CORNELL QUARTERLY

INSTITUTIONS

HOSPITALITY

RESTAURANT BUSINESS

Forms, pamphlets, bulletins from hotels, restaurants, airlines and tour and travel companies

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California

DELEGATE, DON'T ABDICATE

THE SMART WAITRESS, Parts I, II, III, and IV

THE SUPERVISOR, MOTIVATING THROUGH INSIGHT

THE TRAINING MEMORANDUM

Transparencies, Langsford Publishing Co., San Jose, California

HUMAN RELATIONS FUNDAMENTALS

INSTURCTIONAL DESIGN

JOB ANALYSIS

JOB EVALUATION

MEASURING MOTIVATION

MEMORY TRAINING

6. METHODS OF INSTRUCTION

A. Lecture, Demonstrations

B. Student Production

7. COURSE CONTENT

A. Personnel Management

1. Application process
2. Selection process
3. Appraisal process
4. Hiring process

B. Training Program

1. Job training schedule
2. Job analysis
3. Training timetable
4. Learning principles
5. Instructional techniques
6. Performance appraisal
7. Follow-up procedures

C. Motivation and Morale

1. What employees need
2. Job satisfaction
3. Morale indicators
4. Effective leadership

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

MODULE G: FACILITIES DESIGN AND MAINTENANCE

I. COURSE OBJECTIVES

A. General

To apply the principles of systematic planning of layout and spatial design of hotel, restaurant, and travel service facilities.

B. Specific

At the end of this unit, the student should be able to:

1. Define the terms, design and layout, as used in hotel, restaurant and travel operations
2. Identify basic principles of design and layout of guest facilities
3. Know the importance of preplanning the layout and spatial requirements of guest facilities
4. State the 3 major steps in layout analysis
5. Identify the safety and sanitation requirements in designing hotel and restaurant facilities
6. Specify the space requirements for work and guest areas in hotel lodging and public areas
7. Select the current trends of design from articles in trade journals
8. Given a selected guide, prepare a checklist of equipment required for operating guest services
9. State the importance of cost to layout planning and spatial design
10. Identify the building, flooring, walls, lighting, ventilating, refrigeration and related architectural materials best suited to designing hospitality facilities
11. List the maintenance features required in the selected materials
12. Know the appropriate specifications for materials and equipment used in hospitality facilities
13. Select commercial equipment and furnishings that are commonly used in hotel, restaurant, and travel establishments from current trade journals

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Berkeley, Bernard and Cyril S. Kimball. FLOOR AND FLOOR MAINTENANCE. National Restaurant Association: Chicago, Illinois.

Berkeley, Bernard and Cyril S. Kimball. THE SELECTION AND MAINTENANCE OF COMMERCIAL CARPETS. National Restaurant Association: Chicago, Illinois.

Borsenik, Frank D. MAINTENANCE AND ENGINEERING FOR LODGING AND FOOD SERVICE FACILITIES. National Restaurant Association: Chicago, Illinois.

Kazarian, Edward A. FOOD SERVICE FACILITIES PLANNING. National Restaurant Association: Chicago, Illinois.

Kazarian, Edward A. WORK ANALYSIS AND DESIGN FOR HOTELS, RESTAURANTS AND INSTITUTIONS. National Restaurant Association: Chicago, Illinois.

Kotschevar, Lendal H. and Margaret E. Terrell. FOOD SERVICE PLANNING; LAYOUT AND EQUIPMENT. John Wiley & Sons: New York.

Podd, G. and J. Lesure. PLANNING AND OPERATING MOTELS AND MOTOR HOTELS. National Restaurant Association: Chicago, Illinois.

SWIMMING POOLS. Sunset Magazines: Palo Alto, California.

Wilkinson, Jule, Editor. THE COMPLETE BOOK OF COOKING EQUIPMENT. National Restaurant Association: Chicago, Illinois.

Periodicals:

CORNELL QUARTERLY

HOSPITALITY

HOTEL AND MOTEL MANAGEMENT

HOTEL AND RESTAURANT MANAGEMENT

INSTITUTIONS MAGAZINE

RESTAURANT BUSINESS

Blueprints and layouts from equipment companies, restaurants, and architectural firms

5. AUXILIARY MATERIALS AND CONTENT

To be selected.

6. METHODS OF INSTRUCTION

A. Lecture

B. Guest Speakers

C. Student Participation, Assignments

D. Field Trips

7. COURSE CONTENT

A. Principles of Design and Layout

1. Definition of terms
2. Importance of planning
3. Layout analysis
4. Spatial requirements
5. Government regulations
6. Trends in design

B. Steps in Layout Planning

    1. Functional checklist
    2. Cost factors
    3. Accessibility to other areas
    4. Architectual consideration
    5. Safety and sanitation features

C. The Layout

    1. Adequate space allowances
    2. Selection of physical facilities
    3. Arrangement of equipment
    4. Relationship to work flow
    5. Ease of maintenance

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

APPENDIX B

COURSE OUTLINES - SPECIALIZED LEARNINGS

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

FOOD AND BEVERAGE SERVICE
(Course Title)

(Department and Number)

Course Description:	Study of fundamental principles and work skills in relation to the service of food and beverage to guests. Module B: Dining Room Organization Module C: Table Setting Techniques Module D: Table Service Techniques Module E: Beverage Service Techniques Module F: Hosting and Cashiering
Semester Units:	B - 1 credit C - 1 credit D - 1 credit E - 1 credit F - 1 credit Total 8 credits
Hours Per Week:	B - 15 lecture hours C - 5 lecture hours and 20 lab hours D - 5 lecture hours and 90 lab hours E - 5 lecture hours and 20 lab hours F - 5 lecture hours and 50 lab hours
Purpose and Standards:	Occupational, Certificate of Achievement Occupational, Associate in Science Degree
Prerequisite or Other Entrance Requirements:	Meet College admission requirements

Date ______________________
(Course Outline Written)

____
(Approval)

MODULE B: DINING ROOM ORGANIZATION

1. COURSE OBJECTIVES

A. General

To comprehend the functional structures and operational procedures of food and beverage operations, and recognize the services rendered to guests in the dining areas.

B. Specific

At the end of this unit, the student should be able to:

1. Draw the organization charts of 5 major types of food service operations
2. Given the charts, list the employees and their duties
3. Review menu terminology associated with serving guests in the dining room
4. Complete sentences describing the functions and services of the "front of the house"
5. Distinguish among the 5 types of dining service offered to guests
6. List the equipment and furnishings found in hotel dining rooms
7. Complete sentences describing the use and care of dining room equipment and furnishings
8. Describe the necessity for harmonious relationship between the "front of the house" and "back of the house"
9. Review the "front of the house" safety and sanitation practice

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the hospitality education curriculum interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

U. S. Dept. of Health, Education and Welfare. TRAINING FOOD SERVICE PERSONNEL FOR THE HOSPITALITY INDUSTRY. U. S. Supt. of Documents: Washington, D. C.

4. REFERENCE MATERIALS

Books:

Brodner, Carlson and Maschal. PROFITABLE FOOD AND BEVERAGE OPERATIONS. Ahrens: New York.

Dahmer, Sondra and Kurt Kahl. THE WAITER AND WAITRESS TRAINING MANUAL. Cahners: Boston, Massachusetts.

ESSENTIALS OF TABLE SERVICE. Cornell University: Ithaca, New York.

Harris, Ellen A. PROFESSIONAL RESTAURANT SERVICE. McGraw-Hill: Toronto, Canada.

Lehrman, Lewis. DINING ROOM SERVICE. I.T.T. Educational Service: New York.

National Restaurant Association. THE IMPORTANT PERSONAL SKILLS. National Restaurant Association: Chicago, Illinois.

Ross, Jean. EVERY CUSTOMER IS MY GUEST. Dept. of Trade and Industry: Nova Scotia, Canada.

Stokes, John W. HOW TO MANAGE A RESTAURANT. Wm. C. Brown: Dubuque, Iowa.

U. S. Dept. of Health, Education, and Welfare. WAITER-WAITRESS, A SUGGESTED GUIDE FOR A TRAINING COURSE. U. S. Supt. of Documents: Washington, D. C.

Villella, Joseph A. THE HOSPITALITY INDUSTRY, THE WORLD OF FOOD SERVICE. McGraw-Hill: New York.

Periodicals:

INSTITUTIONS

RESTAURANT BUSINESS

RESTAURANT HOSPITALITY

Organization charts, pamphlets and training materials from hotels and restaurants.

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California

COURTESY: THE INSIDE STORY

DINING ROOM SANITATION

EFFICIENT SERVICE

GOOD WORK HABITS

6. METHODS OF INSTRUCTION

A. Lecture

B. Guest Speakers

C. Student Assignments, Demonstrations

D. Field Trips

E. Student Practice

7. COURSE CONTENT

A. The Food and Beverage Operation

1. Types of operations
2. Functions
3. Clientele
4. Organization structure

B. Front of the House Operation

1. Job titles and duties
2. Department and stations
3. The manager's role
4. Relationship to other departments

C. Dining Room Equipment and Furnishings

1. Types and use of equipment and furniture
2. Types and use of furnishings and supplies
3. Layout design for efficient service

D. Types of Dining Service

1. From formal to self-service
2. Atmosphere and decor
3. Psychology of service
4. Mood, menu and market

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

MODULE C: TABLE SETTING TECHNIQUES

1. COURSE OBJECTIVES

A. General

To recognize and evaluate acceptable practices in table setting procedures in food and beverage operations.

B. Specific

At the end of this unit, the student should be able to:

1. Name 5 basic types of dining operations and identify the table setting features
2. Name 2 reasons for having standard table setting
3. When setting the table, describe the correct use of tablecloths and placemats
4. Demonstrate the proper handling of tablecloth when setting and clearing the table
5. List at least 5 kinds of supplies usually found at the table attendants' service stations
6. Identify different kinds of silverware and use of each
7. Identify different kinds of chinaware and use of each
8. Identify different kinds of glassware and use of each
9. Name and identify items and terms in a given table setting illustration
10. Identify true statements concerning the handling of tablewares and glassware when setting the table
11. Select the correct procedure for setting the table and answer certain questions pertaining to placement of silverware, glassware, chinaware and other appointments
12. Know how to correctly set a table for breakfast
13. Know how to correctly set a table for lunch
14. Know how to correctly set a table for dinner

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

U. S. Dept. of Health, Education, and Welfare. TRAINING FOOD SERVICE PERSONNEL FOR THE HOSPITALITY INDUSTRY. U. S. Supt. of Documents: Washington, D. C.

4. REFERENCE MATERIALS

Books:

Axler, Bruce H. SHOWMANSHIP IN THE DINING ROOM. I.T.T. Educational Services: New York.

Axler, Bruce H. TABLESERVICE TECHNIQUE. I.T.T. Educational Services: New York.

Dahmer, Sondra and Kurt Kahl. THE WAITER AND WAITRESS TRAINING MANUAL. National Restaurant Association: Chicago, Illinois.

ESSENTIALS OF TABLE SERVICE. Cornell University: Ithaca, New York.

FOOD TRAINING ROUTINES. Kent State University: Kent, Ohio.

Gilbert, Edith. LET'S SET THE TABLE. National Restaurant Association: Chicago, Illinois.

Lehrman, Lewis. DINING ROOM SERVICE. I.T.T. Educational Services: New York.

National Restaurant Association. TODAY'S BUSBOY. National Restaurant Association: Chicago, Illinois.

National Restaurant Association. TODAY'S WAITRESS. National Restaurant Association: Chicago, Illinois.

Solomon, Edward. SERVICE IS AN HONORABLE PROFESSION. National Restaurant Association: Chicago, Illinois.

Sprackling, Helen. SETTING YOUR TABLE; ITS ART, ETIQUETTE AND SERVICE. M. Barrows Company: New York.

TIFFANY TABLESETTING. Thomas Y. Crowell Company: New York.

Periodicals:

HOTEL AND MOTEL MANAGEMENT

INSTITUTIONS

RESTAURANT BUSINESS

RESTAURANT HOSPITALITY

5. AUXILIARY MATERIALS AND CONTENT

Films, filmstrips, slides and 8mm cartridges, National Educational Media: Encino, California.

CAFETERIA SERVICE

COURTESY: THE INSIDE STORY

DINING ROOM SANITATION

MR. BUSBOY

PRESENTATION OF FOOD AND BEVERAGE

RUSH HOUR SERVICE

TABLESETTINGS

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Guest Speakers

D. Student Discussions, Assignments

E. Field Trips

F. Student Practice

7. COURSE CONTENT

A. Standards of Tablesetting

1. Types of settings
2. Principles of tablesetting
3. Types of furnishings used

B. Supplies Essential to Tablesetting

1. Identification of chinaware
2. Identification of glassware
3. Identification of silverware
4. Identification of other supplies and utensils
5. Maintenance and handling techniques

C. Practices in Setting the Table

1. Identifying the "cover"
2. Preservice duties
3. Placement of supplies
4. Types of napkin folds
5. Use of linen
6. Breakfast settings
7. Luncheon settings
8. Dinner settings

D. Setting a Banquet

1. Standard settings
2. Table arrangements
3. Special settings
4. Preservice duties
5. Service techniques

8. EVALUATION

A. Progress Tests	25 percent
B. Student Production	75 percent

MODULE D: TABLE SERVICE TECHNIQUES

I. COURSE OBJECTIVES

A. General

To recognize and apply the various techniques of serving food to the satisfaction of guests.

B. Specific

At the end of this unit, the student should be able to:

1. Identify the responsibilities of the hostess, cashier and table attendants in greeting guests
2. Identify the acceptable procedures and phrases used to greet the guests
3. Define the word, "service," and demonstrate its application to serving food to guests
4. Arrange in order the steps required in providing table service to guests
5. Complete sentences concerning the presentation and removal of the menu
6. Name 2 types of suggestive selling and describe the value for them
7. List 6 steps in taking the guests' order
8. Arrange in order the steps for serving a meal
9. Identify the acceptable table service techniques using the arm, tray and cart methods
10. Identify characteristics of a poorly loaded tray and demonstrate how to load a tray properly following a correct sample
11. Select the correct sequence and motions in picking up, carrying and setting down a tray
12. Demonstrate correct use of a loaded tray
13. Identify procedures for serving guests at a booth and at a banquet
14. Select true statements concerning rules for clearing the table between courses and at the end of the meal
15. Know the purposes of a guest check

16. Arrange in order the procedures for preparing a guest check

17. Select correct statements concerning how to present the guest check and to collect payment

18. Demonstrate ability to prepare a guest check, take the order and serve guests to the satisfaction of the instructor

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

U. S. Dept. of Health, Education and Welfare. TRAINING FOOD SERVICE PERSONNEL FOR THE HOSPITALITY INDUSTRY. U. S. Supt. of Documents: Washington, D. C.

4. REFERENCE MATERIALS

Books:

Axler, Bruce H. SHOWMANSHIP IN THE DINING ROOM. I.T.T. Educational Services: New York.

Axler, Bruce H. TABLESERVICE TECHNIQUES. I.T.T. Educational Services: New York

Dahmer, Sondra and Kurt Kahl. THE WAITER AND WAITRESS TRAINING MANUAL. National Restaurant Association: Chicago, Illinois.

ESSENTIALS FOR TABLE SERVICE. Cornell University: Ithaca, New York.

Gilbert, Edith. LET'S SET THE TABLE. National Restaurant Association: Chicago, Illinois.

Ireland, Richard C. THE PROFESSIONAL WAITRESS; TRAINING RESOURCE MANUAL. National Restaurant Association: Chicago, Illinois.

Lehrman, Lewis. DINING ROOM SERVICE. I.T.T. Educational Services: New York.

National Restaurant Association. THE IMPORTANCE OF PERSONAL SKILLS. National Restaurant Association: Chicago, Illinois.

Ross, Jean. EVERY CUSTOMER IS MY GUEST. Dept. of Trade and Industry: Nova Scotia, Canada.

Solomon, Edward. SERVICE IS AN HONORABLE PROFESSION. National Restaurant Association: Chicago, Illinois.

Sprackling, Helen. SETTING YOUR TABLE; ITS ART, ETIQUETTE AND SERVICE. M. Barrows Company: New York.

U. S. Dept. of Health, Education, and Welfare. WAITER-WAITRESS. U. S. Supt. of Documents: Washington, D. C.

Periodicals:

INSTITUTIONS

RESTAURANT BUSINESS

RESTAURANT HOSPITALITY

Training manual from hotels and restaurants.

5. AUXILIARY MATERIALS AND CONTENT

Films, filmstrips, slides and 8mm cartridges,
National Educational Media: Encino, California.

CAFETERIA SERVICE

COURTEOUS SERVICE

COURTESY: FOOD SERVICE AND PEOPLE SERVICE

COURTESY: THE INSIDE STORY

EFFICIENT SERVICE

MR. BUSBOY

PRESENTATION OF FOOD AND BEVERAGE

RUSH HOUR SERVICE

TAKING THE ORDER

THE SMART WAITRESS (4 part filmstrip)

WRITE YOUR OWN TICKET (5 part filmstrip)

6. METHODS OF INSTRUCTION

- A. Lecture
- B. Guest Speakers
- C. Demonstrations
- D. Student Discussions, Assignments
- E. Field Trips
- F. Student Practice

7. COURSE CONTENT

A. Essentials of Table Service

1. Dining room etiquette
2. Basic rules for table service
3. Techniques of serving guests
4. Sequential service - putting it all together

B. Side Work Duties

1. Setting-up the service stations
2. Preparing the dining room
3. Duties during meet hours
4. Closing duties

C. Taking the Orders

1. Greeting the guests
2. Suggestive selling
3. System for writing orders
4. Use of guest checks
5. Use of abbreviations and symbols
6. Calling in the order
7. Assembling the order

D. Serving the Orders

1. Tray service techniques
2. Arm service techniques
3. Cart service techniques
4. Buffet service techniques
5. Sequential order of serving a meal
6. Special attentions to observe when serving
7. Exceptions to the rules

E. Clearing and Resetting the Table

1. Rules for clearing between courses
2. Crumbing the table
3. Rules on "seconds"
4. Presenting the guest check
5. Resetting the dining room

8. EVALUATION

A.	Progress Tests	25 percent
B.	Student Production	75 percent

MODULE E: BEVERAGE SERVICE TECHNIQUES

1. COURSE OBJECTIVES

A. General

To recognize wines and liquors and use acceptable beverage service practices.

B. Specific

At the end of this unit, the student should be able to:

1. List the duties of the bartender and cocktail attendant
2. Complete sentences describing the procedures for merchandising and serving wines to guests
3. Identify the 4 classifications of wine
4. Identify the conditions for growing wine grapes
5. Complete sentences describing the fermentation process
6. Taste tablewines and distinguish the sweet to dry tastes
7. Match names of common bar drinks with their recipes
8. Match the abbreviations with the names of bar drinks
9. Explain the differences among beer, wine, and spirit by comparing the manufacturing process and uses
10. Select bar bottle and glass sizes and match the terms describing the shape, size and color
11. Identify procedures for serving bar drinks to guests in the cocktail lounge
12. Select the laws pertaining to the service and consumption of liquors in Hawaii

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

U. S. Dept. of Health, Education, and Welfare. TRAINING FOOD SERVICE PERSONNEL FOR THE HOSPITALITY INDUSTRY. U. S. Supt. of Documents: Washington, D. C.

4. REFERENCE MATERIALS

Books:

Duffy, Patrick G. THE OFFICIAL MIXER'S MANUAL. National Restaurant Association: Chicago, Illinois.

Grossman, Harold J. GROSSMAN'S GUIDE TO WINES, SPIRITS AND BEERS. Chas. Scribners and Sons: New York.

Grossman, Harold J. PRACTICAL BAR MANAGEMENT. Ahrens: New York.

Lehrman, Lewis. DINING ROOM SERVICE. I.T.T. Educational Services: New York.

Liquor Commission. LIQUOR LAWS OF HAWAII. City and County of Honolulu: Honolulu.

National Restaurant Association. TODAY'S COCKTAIL WAITRESS. National Restaurant Association: Chicago, Illinois.

Porter, John. ALL ABOUT BEER. National Restaurant Association: Chicago, Illinois.

RESTAURANT BAR SECURITY, Vol. I and II. Security World Publishing Company: Los Angeles, California.

Schoomaker, Frank. ENCYCLOPEDIA OF WINE. National Restaurant Association: Chicago, Illinois.

TRADER VIC'S BARTENDER'S GUIDE. National Restaurant Association: Chicago, Illinois.

Periodicals:

HAWAII BEVERAGE GUIDE

INSTITUTIONS

RESTAURANT BUSINESS

Hotel/restaurant bar and wine menus

5. AUXILIARY MATERIALS AND CONTENT

Films and slides, National Educational Media: Encino, California.

COURTESY: THE INSIDE STORY

EFFICIENT SERVICE

PRESENTATION OF FOOD AND BEVERAGE

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Guest Speakers

D. Student Assignments, Discussions

E. Student Practice

7. COURSE CONTENT

A. Bar Operations

1. Basic set-up of guest and service bars
2. Personnel requirements
3. Service procedures
4. Bar stock requirements
5. Popular hawaiian drinks

B. Distilled Spirits

1. Identification
2. Types of glassware
3. Service techniques
4. Popular bar drinks
5. Tropical drirk recipes

C. Wine Culture and Service

1. Wine identification
2. Fermentation process
3. Types of table wines
4. Types of glassware
5. Service and merchandising techniques

D. Beer Culture and Service

    1. Identification
    2. Manufacturing beer
    3. Service techniques
    4. Handling techniques

8. EVALUATION

A.	Progress Tests	40 percent
B.	Student Production	60 percent

MODULE F: HOSTING AND CASHIERING

I. COURSE OBJECTIVES

A. General

To analyze and apply the principles and practices of cashiering and hosting in commerical dining rooms.

B. Specific

At the end of this unit, the student should be able to:

1. Name 8 major duties of a host/hostess in a restaurant or dining room
2. List 4 steps in greeting and seating of guests
3. State how host/hostess should handle departing guests
4. Name at least 5 methods of supervising table attendants during serving hours without interfering with customer service
5. Name at least 4 methods of supervising the preparation and closing tasks of the dining room
6. Given situations, identify errors in supervising the service and in handling guest complaints
7. Identify 3 duties of the cashier before the dining room opens
8. Name 6 major duties of a cashier in a restaurant or dining room
9. Apply the general rules for handling a cash register
10. Arrange in order the 10 steps for receiving payments and giving change using a cash register
11. Apply the general rules for handling a cash register
12. Identify 4 rules for handling checks
13. Identify 5 rules for handling credit cards and charges
14. Complete dining room and cashier reports to the satisfaction of the instructor

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

U. S. Dept. of Health, Education, and Welfare. TRAINING FOOD SERVICE PERSONNEL FOR THE HOSPITALITY INDUSTRY. U. S. Supt. of Documents: Washington, D. C.

4. REFERENCE MATERIALS

Books:

Chartrand, Maurice. CASHING IN ON CUSTOMER COMPLAINTS. Worchester, Massachusetts.

ESSENTIALS OF GOOD TABLE SERVICE. Cornell University: Ithaca, New York.

Lefler, Janet. THE CORRECT CASHIER FOR HOTELS AND RESTAURANTS. Ahrens: New York.

Lehrman, Lewis. DINING ROOM SERVICE. I.T.T. Educational Services: New York.

Levinson, Charles. FOOD AND BEVERAGE OPERATION. National Restaurant Association: Chicago, Illinois.

Lundberg, Donald E. and James P. Armatas. THE MANAGEMENT OF PEOPLE IN HOTELS, RESTAURANTS, AND CLUBS. Wm. C. Brown: Dubuque, Iowa.

Solomon, Ed. SERVICE IS AN HONORABLE PROFESSION. National Restaurant Association: Chicago, Illinois.

Stokes, John W. HOW TO MANAGE A RESTAURANT. Wm. C. Brown: Dubuque, Iowa.

Weiss, W. H. THE ART AND SKILL OF MANAGING PEOPLE. National Restaurant Association: Chicago, Illinois.

Periodicals:

INSTITUTIONS

RESTAURANT BUSINESS

RESTAURANT HOSPITALITY

Bulletins and training materials from National Cash Register Company, hotels and restaurants

5. AUXILIARY MATERIALS AND CONTENT

Films, filmstrips, slides and 8mm cartridges, National Educational Media: Encino, California.

COURTESY: FOOD SERVICE IS PEOPLE SERVICE

DISCIPLINE, A MATTER OF JUDGEMENT

EYE OF THE SUPERVISOR

HANDLING CHECKS

HANDLING COMPLAINTS

HANDLING CREDIT CARDS

HANDLING MONEY

TELEPHONE MANNERS

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Student Discussions, Assignments

D. Field Trips

E. Student Practice

7. COURSE CONTENT

A. The Host's Role

1. Duties and responsibilities
2. Personal qualities
3. Customer relations
4. Handling cash register

B. Nature of Host Work

1. Inspecting the dining room
2. Scheduling the staff
3. Supervising the workers
4. Receiving customers
5. Handling reservations
6. Handling customer complaints
7. Serving special parties
8. Performing clerical work
9. Closing duties

C. The Cashier's Role

1. Psychology of cashiering
2. Duties and responsibilities
3. Operating the cash register

D. Methods of Handling Cash and Charges

1. Obtaining change
2. Recording sales
3. Giving change
4. Handling receipts
5. Cashing checks
6. Handling charges
7. Reports

8. EVALUATION

A.	Progress Tests	25 percent
B.	Student Production	75 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

FOOD PREPARATION, BEGINNING	
(Course Title)	(Department and Number)

Course Description: Study of fundamental principles of food preparation and work skills in commerical cookery methods

Module B: Kitchen Organization
Module C: Hot Food Preparation I
Module D: Cold Food Preparation I
Module E: Baking I

Semester Units:
B - 1 credit
C - 2 credits
D - 2 credits
E - 2 credits Total 7 credits

Hours Per Module:
B - 15 lecture hours
C - 5 lecture hours and 50 lab hours
D - 5 lecture hours and 50 lab hours
E - 5 lecture hours and 50 lab hours

Purpose and Standards: Occupational, Certificate of Achievement
Occupational, Associate in Science Degree

Prerequisite or Other Entrance Requirements: Meet College admission requirements

Date	
(Course Outline Written)	(Approval)

MODULE B: KITCHEN ORGANIZATION

1. COURSE OBJECTIVES

A. General

To recognize and analyze the organization and operation of commercial kitchens; identify the uses of equipment, tools and recipes; and manipulate the French knife.

B. Specific

At the end of this unit, the student should be able to:

1. Draw the organization structure of the "back of the house" operation of a food service facility
2. Match culinary job titles with their duties
3. Complete sentences describing the functions of the culinary department
4. Identify terms associated with the culinary department
5. Given a list select the equipment used in the various stations of the kitchen
6. Complete sentences describing food preparation methods employed with the selected equipment
7. List the utensils and supplies needed by the culinary employees in the various stations
8. List 5 advantages for the use of standardized recipes
9. Describe the 4 reasons for coordinating the dining room service with food preparation
10. Identify the rules, laws and requirements for sanitation and safety for culinary employees
11. Practice manipulating the French knife and cut vegetables into a variety of shapes following directions given by instructor
12. Practice in the sharpening of the French knife

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education interrelating cognitive, affective and psychomotor skills for immediate career, personal training, and development.

3. TEXT AND MATERIALS

Folsom, LeRoi A. THE PROFESSIONAL CHEF. Institutions Magazine. Chicago, Illinois.

4. REFERENCE MATERIALS

Books:

Bichel, Walter. HERING'S DICTIONARY OF CLASSIC AND MODERN COOKERY. National Restaurant Association: Chicago, Illinois.

COMMERCIAL COOKING AND WARMING EQUIPMENT. National Restaurant Association: Chicago, Illinois.

Dahl, Crete. FOOD AND MENU DICTIONARY. Institutions Magazine: Chicago, Illinois.

Folsom, LeRoi A. HOW TO MASTER THE TOOLS OF YOUR TRADE. Culinary Institute of America: Hyde Park, New York

Haines, Robert G. FOOD PREPARATION FOR HOTELS, RESTAURANTS AND CAFETERIAS. American Technical Society: Chicago, Illinois.

Kotschevar, Leland and Margaret Williams. UNDERSTANDING FOOD. John Wiley & Sons: New York.

Lundberg, Donald and Lendal Kotschevar. UNDERSTANDING COOKING. University of Massachusetts: Amherst, Massachusetts.

Stokes, John. HOW TO MANAGE A RESTAURANT. Wm. C. Brown: Dubuque, Iowa.

Wilkinson, Jule. THE COMPLETE BOOK OF COOKING EQUIPMENT. Institutions Magazine: Chicago, Illinois.

Periodicals:

COOKING FOR PROFIT

FOOD SERVICE MANAGEMENT

HOSPITALITY

INSTITUTIONS

Brochures from Hawaiian Electric Company, Honolulu Gas Company, Hawaii Equipment and Restaurant Supply Company, Dohrman Company, and other equipment companies.

Organization charts, procedural manuals, menus, recipes and training materials from hotels and restaurants.

5. AUXILIARY MATERIALS AND CONTENT

Films, 3-M Company: St. Paul, Minnesota.

INTERPRETING A RECIPE

PREVENTING WASTE

USING STANDARIZED RECIPES

6. METHODS OF INSTRUCTION

A. Lecture

B. Guest Speakers

C. Student Discussion, Assignments

D. Demonstrations

E. Field Trips

7. COURSE CONTENT

A. Organization of a Commerical Kitchen

1. Departments and stations
2. Food preparation functions
3. Role of chef and other supervisors
4. Culinary staff functions
5. Operational systems and procedures
6. Relationship to other departments
7. Kitchen layouts
8. Organization of work flow

B. Identification of Kitchen Equipment

1. Hot foods equipment and utensils
2. Pantry equipment and utensils
3. Safety and maintenance of equipment
4. Manipulation of equipment and utensils

C. Identification of Cutlery

1. Drill in use of French knife
2. Drill in other hand tools
3. Techniques in sharpening tools
4. Safety and maintenance

D. Identification of Work Procedures

1. Uniform requirements
2. Understanding standardized recipes
3. Review of weights and measures
4. Review of safety and sanitation standards
5. Identification of food preparation methods

8. EVALUATION

A. Progress Tests	60 percent
B. Student Demonstrations	40 percent

MODULE C: HOT FOOD PREPARATION I

I. COURSE OBJECTIVES

A. General

To apply the principles and practices of basic commerical cookery methods for preparing soups, sauces, vegetables and meats.

B. Specific

At the end of this unit, the student should be able to:

1. Complete sentences describing the preparation and use of basic stocks for soups
2. List the popular soups according to the 4 major classifications
3. Identify the cutlery, pots, pans and equipment used in preparing the 4 basic soups
4. Demonstrate ability to prepare 4 basic variations of soup stocks and evaluate the product
5. Demonstrate ability to prepare clear, cream and thick soups by following recipes and cookery procedures according to instructor
6. Complete sentences describing the preparation and use of roux
7. Demonstrate ability to prepare roux
8. List the variations of sauces derived from the 4 major classifications of sauces
9. Demonstrate ability to prepare butter, cream, brown gravies, and sauces by following recipes and cookery procedures according to instructor
10. Given a selection of fresh vegetables, select the cookery methods
11. Identify frozen, dehydrated and canned vegetables
12. Identify equipment used for cooking vegetables
13. Demonstrate ability to cut vegetables in a variety of shapes and sizes utilizing cutlery and equipment
14. Demonstrate ability to prepare vegetables by following recipes and cookery methods according to instructor

15. Identify the commercial grades and cuts of beef

16. Complete sentences describing the proper handling of meats before, during and after preparation

17. Identify tools, utensils, and equipment used for meat cookery

18. Know the proper seasoning of meats and temperature control for cooking

19. Demonstrate ability to cook beef, pork, veal, lamb and poultry using the dry or moist cookery method by following recipes and instructions

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education interrelating the cognitive, affective and psychomotor skills for immediate career, personal training, and development.

3. TEXT AND MATERIALS

Folsom, LeRoi A. THE PROFESSIONAL CHEF. Institutions Magazine: Chicago, Illinois.

4. REFERENCE MATERIALS

Books:

Adams, Charlotte. 1001 QUESTIONS ANSWERED ABOUT COOKING. Dodd Meat & Company, New York.

Berolsheimer, Ruth. ENCLYCLOPEDIC COOKBOOK. National Restaurant Association: Chicago, Illinois.

Birchfield John. CONTEMPORARY QUANTITY RECIPE FILE BOOK. National Restaurant Association: Chicago, Illinois.

Blair, Eulalia C. LUNCHEON AND SUPPER DISHES FOR FOOD SERVICE MENU PLANNING. National Restaurant Association: Chicago, Illinois.

Culinary Institute of America. INSTRUCTOR'S GUIDE FOR THE TEACHING OF PROFESSIONAL COOKING. Institutions Magazine: Chicago, Illinois.

Fowler and West. FOOD FOR FIFTY

Froud, Charlotte and Nina Froud. LAROUSSE GASTRONOMIQUE. National Restaurant Association: Chicago, Illinois.

Gourmet Magazine. THE GOURMET COOKBOOK, Vol. I and II. New York

Gregg, Joseph. INSTRUCTOR'S GUIDE; LESSON PLANS FOR TEACHING OF COOKING FOR PROFIT. Miami, Florida.

Haines, Robert G. FOOD PREPARATION FOR HOTELS, RESTAURANTS, AND CAFETERIAS. American Technical Society. Chicago, Illinois.

Hardwick, Geraoldine B. and Robert L. Kennedy. FUNDAMENTALS OF QUANTITY FOOD PREPARATION, DESSERTS, AND BEVERAGES. National Restaurant Association: Chicago, Illinois.

Haseltine, Marjorie and Ula M. Down. THE BASIC COOKBOOK. National Restaurant Association: Chicago, Illinois.

Huges, O. and M. Bennison. INTRODUCTION FOODS. MacMillan & Company: New York.

Kotschevar, Leland. UNDERSTANDING FOOD. M. Wiley Company: New York.

Levie, Albert. THE MEAT HANDBOOK. National Restaurant Association: Chicago, Illinois.

McCormick Company. SPEICES OF THE WORLD COOKBOOK. Chicago, Illinois.

MEAT BUYER'S GUIDE. Virg Davidson-Chudacoff: Honolulu.

Oliver, Raymond. CLASSIC SAUCES AND THEIR PREPARATION. National Restaurant Association: Chicago, Illinois.

Peckle, Gladys. FOUNDATIONS OF FOOD PREPARATION. MacMillan & Company: New York.

Reynolds, Phyllis. COMPLETE BOOK OF MEATS. M. Barrows & Company: New York

Sen, Herman Company. THE BOOK OF SAUCES. National Restaurant Association: Chicago, Illinois.

Sutherland and Nelson. FOOD PREPARATION; PRINCIPLES AND PRACTICES. Wm. C. Brown: Dubuque, Iowa.

Periodicals:

CHEF MAGAZINE

COOKING FOR PROFIT

HOSPITALITY

INSTITUTIONS

RESTAURANT BUSINESS

Brochures, menus and recipes from food companies, U. S. Dept. of Agriculture, Honolulu Gas Company, Hawaiian Electric Company, hotels and restaurants.

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Student Assignments, Demonstrations

D. Student Practice

7. COURSE CONTENT

A. Stocks and Soups

1. Preparation of soup stock
2. Preparation of soups
    a. clear
    b. vegetable
    c. cream
    d. puree
3. Kitchen techniques
    a. seasoning
    b. temperature
    c. time

B. Sauces

1. Preparation of roux
2. Variations of roux
3. Preparation of basic sauces
    a. cream
    b. butter
    c. brown

4. Preparation of Gravy
5. Thickening agents

C. Vegetables

1. Proper handling before cooking
2. Procedures for cooking
    a. fresh
    b. frozen
    c. dehydrated
    d. canned
3. Kitchen techniques
    a. seasoning
    b. holding time
    c. temperature

D. Meat Cookery

1. Identification of grades
2. Identification of meat cuts
3. Proper handling before cooking
4. Identification of cookery method
5. Kitchen techniques

E. Dry Cookery Practices of Meats and Poultry

1. Roasting
2. Broiling
3. Panfrying (sauteing)
4. Deep fat frying

F. Moist Cookery Practices of Meats and Poultry

1. Boiling and simmering
2. Steaming and pressure cooking
3. Stewing and braizing
4. Poaching

8. EVALUATION

A. Student Production	75 percent
B. Progress Tests	25 percent

MODULE D: COLD FOOD PREPARATION

1. COURSE OBJECTIVES

A. General

To apply the principles and practices of pantry food preparation.

B. Specific

At the end of this unit, the student should be able to:

1. Identify the 4 categories of salads
2. Given a list, select the food items associated with each category
3. Name the 4 basic parts of a salad
4. List at least 6 principles that describe a good salad
5. Demonstrate the correct procedures in cleaning vegetables and fruits in salad preparation
6. Describe the storage factors in handling salad and other pantry food items
7. List the 3 categories of salad dressings
8. Complete sentences describing the purposes for salad dressings
9. Demonstrate the serving procedures of salad dressings
10. Identify the food items used in garnishing food plates and platters
11. Describe the procedures in garnishing plates and platters
12. Name the 2 types of sandwiches and list 4 examples of each
13. Describe the preparation methods for sandwiches
14. Name the many variety of breads used in sandwich preparation
15. Name as many fillings and spreads for sandwich preparation
16. Identify the cutlery and tools used in sandwich preparation
17. Describe the proper storage and handling procedures for sandwiches
18. Demonstrate the correct procedures for brewing coffee, tea and cocoa

19. Demonstrate the correct methods of preparing instant coffee and tea

20. Identify dairy products used as beverages and desserts

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education interrelating cognitive, affective and psychomotor skills for immediate career, personal training and development.

3. TEXT AND MATERIALS

Folsom, LeRoi A. INSTRUCTOR'S GUIDE FOR THE TEACHING OF PROFESSIONAL COOKING. Culinary Institute of America: Hyde Park, New York.

4. REFERENCE MATERIALS

Books:

Andrews, Helen H. FOOD PREPARATION. McGraw-Hill: New York.

American Institute of Baking. MODERN SANDWICH METHODS.

Better Homes and Garden. BEST BUFFETS COOKBOOK. National Restaurant Association: Chicago, Illinois.

Blair, Eulalia C. LUNCHEON AND SUPPER DISHES FOR FOOD SERVICE MENU PLANNING. National Restaurant Association: Chicago, Illinois.

Finance, Charles. BUFFET CATERING. National Restaurant Association. Chicago, Illinois.

Haines, Robert G. FOOD PREPARATION FOR HOTELS, RESTAURANTS AND CAFETERIAS. American Technical Society: Chicago, Illinois.

Hardwick, Geraoldine B. and Robert L. Kennedy. FUNDAMENTALS OF QUANTITY FOOD PREPARATION, DESSERTS AND BEVERAGES. National Restaurant Association: Chicago, Illinois.

Huges, O. and M. Bennison. INTRODUCTORY FOODS. MacMillan & Company: New York.

Kaufman, William I. APPETIZERS AND CANAPES. National Restaurant Association: Chicago, Illinois.

Kotschevar, Leland. UNDERSTANDING FOOD. M. Wiley Company: New York.

Peckle, Gladys. FOUNDATIONS OF FOOD PREPARATION. MacMillan & Company: New York.

Shircliffe, Arnold. EDGEWATER BEACH SALAD BOOK. National Restaurant Association: Chicago, Illinois.

Sonneschmidt, Fredick H. and Jean F. Nicholas. THE PROFESSIONAL CHEF'S ART OF GARDE MANGER. National Restaurant Association: Chicago, Illinois.

Sutherland, Nelson A. FOOD PREPARATION; PRINCIPLES AND PRACTICES. Wm. C. Brown: Dubuque, Iowa.

Waldner, George K. and Klaus Mitterhauser. PROFESSIONAL CHEF'S BOOK OF BUFFETS. Institutions Magazine: Chicago, Illinois.

Periodicals:

CHEF MAGAZINE

COOKING FOR PROFIT

HOSPITALITY

INSTITUTIONS

RESTAURANT BUSINESS

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California.

A COOL HEAD FOR SALADS

SANDWICH PREPARATION AND PRESENTATION

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Student Assignments

D. Student Practice

7. COURSE CONTENT

A. Salads

1. Identification of fresh produce
2. Washing techniques
3. Handling procedures
4. Classifications
5. Preparation of salads
   a. appetizer
   b. accompaniment
   c. main course
   d. dessert
6. Garnitures

B. Salad Dressings

1. Types
2. Purposes
3. Preparation
   a. French
   b. mayonnaise
   c. others
4. Handling procedures
5. Serving procedures

C. Sandwiches

1. Types
2. Handling procedures
3. Preparation and storage
4. Production methods
5. Sandwich fillings
6. Preparation of cold sandwiches
7. Preparation of hot sandwiches

D. Beverages and Desserts

1. Coffee brewing
2. Tea
3. Cold beverages
4. Cheese products
5. Ice cream products
6. Pudding and gelatin
7. Serving pies and cakes

E. Dairy Products

1. Cheese
2. Milk

8. EVALUATION

A. Student Production	75 percent
B. Progress Tests	25 percent

MODULE E: BAKING I

1. COURSE OBJECTIVES

A. General

To apply basic baking principles and practices for preparing breads, cookies, pies and cakes.

B. Specific

At the end of this unit, the student should be able to:

1. List the equipment, tools and utensils needed in preparing and serving baked products
2. Match temperature requirements for breads, pies, cookies, and cakes
3. Complete sentences describing the leavening agents in baking and identify the 3 types
4. Follow standard recipes and prepare rolls and biscuits using baking powder (quick bread) and yeast
5. Demonstrate ability to knead dough to the satisfaction of instructor
6. Identify the 2 types of pie crusts and demonstrate ability to mix, fold, proof, and shape
7. Select from a list the varieties of fillings commonly used in making pies and pastries
8. Demonstrate ability to follow recipes and prepare a variety of pies and pastries
9. Identify ingredients and production methods for baking cakes
10. Demonstrate ability to follow recipes and prepare a variety of butter, foam, and pound cakes
11. Given recipes, prepare dough, bagged-out, and ice box cookies
12. Identify the varieties of desserts served from a commercial menu including puddings, gelatins, and frozen desserts
13. Demonstrate ability to prepare puddings and gelatin products
14. Demonstrate ability to portion and serve desserts

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education interrelating the cognitive, affective and psychomotor skills for immediate career, personal training and development.

3. TEXT AND MATERIALS

Amendola, Joseph. BAKERS MANUAL FOR QUANTITY BAKING AND PASTRY MAKING. Culinary Institute of America: New York.

4. REFERENCE MATERIALS

Books:

Culinary Institute of America. INSTRUCTOR'S GUIDE FOR THE TEACHING OF PROFESSIONAL COOKING. Institutions Magazine: Chicago, Illinois.

Haines, Robert G. FOOD PREPARATION FOR HOTELS, RESTAURANTS AND CAFETERIAS. American Technical Society: Chicago, Illinois.

Hardwick, Geraoldine B. and Robert L. Kennedy. FUNDAMENTALS OF QUANTITY FOOD PREPARATION, DESSERTS AND BEVERAGES. National Restaurant Association: Chicago, Illinois.

Sultan, William J. PRACTICAL BAKING. AVI Publications: Westport, Connecticutt.

Sutherland, Nelson A. FOOD PREPARATION; PRINCIPLES AND PRACTICES. Wm. C. Brown: Dubuque, Iowa.

Wheat Flour Institute. FROM WHEAT TO FLOUR. Chicago, Illinois.

Wheat Flour Institute. THE TRICK OF YEAST ROLLS AND COFFEE CAKES. Chicago, Illinois.

Periodicals:

CHEF MAGAZINE

COOKING FOR PROFIT

HOSPITALITY

INSTITUTIONS

RESTAURANT BUSINESS

5. AUXILIARY MATERIALS

To be selected.

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations (Instructor)

C. Student Assignments, Demonstrations

D. Student Practice

7. COURSE CONTENT

A. Breads and Rolls

1. Breads and Rolls
   a. muffins
   b. biscuits
   c. pop overs
2. Yeast dough products
   a. Parker House rolls
   b. Cloverleaf and butterflake rolls
   c. Hamburger and frankfurter rolls

B. Pies and Pastries

1. Pie dough exercise
2. Pie crusts
3. Pie fillings
   a. Fruit fillings
   b. Custard fillings
   c. Chiffon fillings
4. Pastries
   a. Turnovers
   b. Tartlets

C. Desserts

1. Puddings
2. Egg thickened desserts
3. Gelatin desserts
4. Frozen desserts

D. Cakes

   1. Butter cakes
   2. Pound cakes
   3. Foam cakes
   4. Cake icings

E. Cookies

   1. Dough types
   2. Bagged-out types
   3. Ice Box types

8. EVALUATION

A.	Student Production	75 percent
B.	Progress Tests	25 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

FOOD PREPARATION, INTERMEDIATE
(Course Title)

____
(Department and Number)

Course Description: Study and practice in preparing foods offered in commercial establishments to acquire skills in speed and quantity cookery.

Module B: Hot Food Preparation II
Module C: Short Order Cooking
Module D: Pantry
Module E: Baking II

Semester Units:
B - 2 credits
C - 2 credits
D - 2 credits
E - 1 credit Total 7 credits

Hours Per Module:
B - 5 lecture hours and 50 lab hours
C - 5 lecture hours and 50 lab hours
D - 5 lecture hours and 50 lab hours
E - 5 lecture hours and 20 lab hours

Purpose and Standards:
Occupational, Certificate of Achievement
Occupational, Associate in Science Degree

Prerequisite or Other Entrance Requirements: Meet College admission requirement

Date____________________
(Course Outline Written)

____
(Approval)

MODULE B: HOT FOOD PREPARATION II

1. COURSE OBJECTIVES

A. General

To apply the principles and practices of quantity cookery by preparing a variety of foods commonly found in hotels and restaurants.

B. Specific

At the end of this unit, the student should be able to:

1. List the variations of sauces adapted from the basic 4 classifications
2. Demonstrate ability to prepare veloute, espagnole, bechamel, tomato, Hollandaise and related sauces by following recipes and cookery procedures
3. List the variations of soups adapted from the basic 3 classifications
4. Demonstrate ability to prepare purees, tomato, vegetable and clam chowders by following recipes and cookery methods
5. Practice use of commercial equipment in the hot food station according to instructor's assignments
6. Demonstrate use of thickening agents in the preparation of selected dishes according to instructor
7. Demonstrate skill in the use of meat glaze (glace de viande) and demi-glaze
8. Demonstrate skill in preparing omelettes, quiche and crepes
9. Demonstrate meat cookery by preparing Swiss Steak, Roulade, Goulash, Meat Loaf, Teriyaki Steak, London Broil, Stuffed Pork Chops, and Breaded Chops
10. Identify commercial cuts of veal, pork, lamb and beef; and differentiate the cookery methods for each

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education interrelating cognitive, affective, and psychomotor skills for personal and career development.

3. TEXT AND MATERIALS

Folsom, LeRoi A. THE PROFESSIONAL CHEF. Institutions Magazine: Chicago, Illinois.

4. REFERENCE MATERIALS

Books:

Adolfe, Meyes. EGGS IN A THOUSAND WAYS. Hotel Monthly Press: Evanston, Illinois.

Batjis and Atwater. MEALS FOR THE MODERN FAMILY. John Wiley & Sons: New York.

Bowes and Church. FOOD VALUES OF PORTIONS COMMONLY USED. J. B. Lippencott Company: Philadelphia, Pennsylvania.

Diat, Louis. TECHNIQUES OF FRENCH CUISINE. Gourmet Distribution Corporation: New York.

Escoffier, A. ESCOFFIER COOKBOOK, 27th ed. Crown Publishing Company: New York.

Fleck and Munves. INTRODUCTION TO NUTRITION. MacMillan & Company: New York.

Herman, Sen. BOOK OF SAUCES. Hotel Monthly Press. Evanston, Illinois.

Hoke, Ann. RESTAURANT MENU PLANNING. Willy Company: Evanston, Illinois.

Hughes, Osee. INTRODUCTORY FOODS. MacMillan & Company: New York.

Kotschevar, Leland. QUANTITY FOOD PRODUCTION. McCutcheon Publishing Company: Berkeley, California.

Leverton, Ruth. FOOD BECOMES YOU. Iowa State University Press: Ames, Iowa.

McClean, Betty. MEAL PLANNING AND SERVICE. Chas. Bennet Company: Peoria, Illinois.

Montagne, Prosper. LAROUSSE GASTRONOMIQUE. Crown Publishing Company: New York.

Morris and Outland. ROTATING SEASONAL MENU. Ahrens: New York.

Peyton, Alice. PRACTICAL NUTRITION. J. B. Lippencott Company: Philadelphia, Pennsylvania.

Sherman, Henry. THE NUTRITIONAL IMPROVEMENT OF LIFE. Columbia University Press: New York.

Tannenbaum and Stillman. UNDERSTANDING FOODS; CHEMISTRY OF NUTRITION. McGraw-Hill: New York.

Periodicals:

CHEF MAGAZINE

COOKING FOR PROFIT

FOOD SERVICE MARKETING

INSTITUTIONS MAGAZINE

RESTAURANT BUSINESS

RESTAURANT HOSPITALITY

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California

BRAISING AND STEWING

BROILING

DEEP FAT FRYING

GIVE YOUR EGGS A BREAK

ROASTING

SIMMERING AND POACHING

VEGETABLE PREPARATION

Brochures from food companies, U. S. Dept. of Agriculture, Honolulu Gas Company, Hawaii Electric Company.

Standardized recipes and menu from hotels and restaurants.

6. METHODS OF INSTRUCTION

   A. Lecture

   B. Demonstrations

   C. Student Assignments, Demonstrations

   D. Student Practice

7. COURSE CONTENT

   A. Sauces and Thickening Agents

      1. Veloute
      2. Espagnole
      3. Bechamel
      4. Tomato
      5. Hollandaise
      6. Demi-glaze and Meat Glaze

   B. Soups

      1. Variations of cream soups
      2. Variations of clear soups
      3. Preparation of vegetable soups
      4. Preparation of puree soups

   C. Egg Cookery

      1. Variations of omelettes
      2. Crepes
      3. Souffles
      4. Quiche dishes

   D. Meat Analysis and Cookery

      1. Identification of commerical cuts
      2. Study of bone structures
      3. Preparation of roasts, stews, and related meat dishes
      4. Preparation of glandular meats
      5. Practice in hot food station

   E. Poultry Analysis and Cookery

      1. Identification of types and grades
      2. Practice in deboning chicken
      3. Practice in broiling, frying and stewing

F. Fish Analysis and Cookery

1. Identification of fin and shell fishes
2. Practice in deboning and fileting
3. Practice in broiling, frying, poaching, baking and sauteing

8. EVALUATION

A.	Student Production	75 percent
B.	Progress Tests	25 percent

MODULE C: SHORT ORDER COOKING

1. COURSE OBJECTIVES

A. General

To apply the principles and practices of fast foods and coffee shop food preparation.

B. Specific

At the end of this unit, the student should be able to:

1. Identify equipment, utensils, and supplies commonly used in fast foods and coffee shop kitchens
2. Demonstrate ability to prepare a variety of foods using the broiler, griddle, deep fat fryer, oven, and counter
3. Set correct temperatures in grilling and deep frying foods
4. Demonstrate use of knife and other cutlery in slicing, carving, and chopping foods
5. Demonstrate ability to cook steaks and hamburgers to rare, medium, and well-done requirements
6. Demonstrate ability to turn over the food item with a spatula and pan
7. Demonstrate ability to portion food items with the use of serving utensils
8. Demonstrate ability to prepare hot cereals, and hot sandwiches according to instructor
9. Demonstrate ability to prepare eggs: shirred, poached, scrambled, fried, basted, and to make omelettes
10. Demonstrate ability to prepare waffles, griddle cakes and toasts
11. Demonstrate ability to griddle breakfast meats
12. Demonstrate ability to rapidly portion and garnish a plate of food
13. Demonstrate ability to prepare a variety of local and popular hot dishes commonly found in Hawaii's fast foods and coffee shops: chopped steaks, hamburgers, chili, teriyaki, chow mein, fried rice

14. Demonstrate ability to prepare a variety of sandwiches and salads commonly found in fast foods and coffee shops: clubhouse, chef salad, hot sandwiches, macaroni salad, steak sandwiches, rueben

15. Demonstrate ability to prepare convenience foods according to recipes and instructor's assignments

16. Demonstrate ability to acquire speed and accuracy in preparing and portioning food items

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education interrelating cognitive, affective and psychomotor skills for personal and career development.

3. TEXT AND MATERIALS

Folsom, LeRoi A. INSTRUCTOR'S GUIDE FOR THE TEACHING OF PROFESSIONAL COOKING. Culinary Institute of America: Hyde Park, New York.

4. REFERENCE MATERIALS

Books:

Andrews, Helen H. FOOD PREPARATION. McGraw-Hill: New York.

Haines, Robert G. FOOD PREPARATION FOR HOTELS, RESTAURANT AND CAFETERIAS. American Technical Society: Chicago, Illinois.

National Association of Meat Purveyors. MEAT BUYER'S GUIDE. Chicago, Illinois.

U. S. Dept. of Health, Education, and Welfare. COOKS; A SUGGESTED GUIDE FOR A TRAINING COURSE. Washington, D. C.

Periodicals:

CHEF MAGAZINE

COOKING FOR PROFIT

HOSPITALITY

INSTITUTIONS

RESTAURANT BUSINESS

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California.

BRAISING AND STEWING

BROILING

DEEP FAT FRYING

GIVE YOUR EGGS A BREAK

ROASTING

SIMMERING AND POACHING

VEGETABLE PREPARATION

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Student Assignments, Demonstrations

D. Student Practice

7. COURSE CONTENT

A. Tools of the Trade

1. Purposes of short order cookery
2. Portion standards
3. Identification of equipment, materials, and tools
4. Work organization

B. Griddle Cookery

   1. Hamburgers
   2. Steaks
   3. Breaded chops
   4. Vegetables

C. Deep Fat Cookery

   1. French fries and onion rings
   2. Fish
   3. Chicken
   4. Tempura

D. Other Fast Foods

   1. Pan fry items
   2. Broiler items
   3. Sandwiches
   4. Salads

E. Breakfast Cookery

   1. Eggs
   2. Griddle cakes
   3. Meats
   4. Cereals

F. Counter Service

   1. Preparing to order
   2. Dishing-out
   3. Serving over the counter
   4. Timing factors

8. EVALUATION

A. Student Production	75 percent
B. Progress Tests	25 percent

MODULE D: PANTRY

1. COURSE OBJECTIVES

A. General

To apply the principles and manipulative practices in quantity preparation of cold foods associated with the pantry department of hotels and restaurants.

B. Specific

At the end of this unit, the student should be able to:

1. Identify the equipment, tools, supplies and materials commonly used in the pantry department
2. List the types of food items commonly handled by the pantry department of hotels and restaurants
3. Demonstrate ability to clean and prepare shrimps, cooked eggs, fruits and vegetables used as garnitures
4. Demonstrate ability to use knife and other cutlery in slicing, carving, and chopping foods
5. Demonstrate ability to prepare cold pupus or appetizers: sashimi, seafood cocktails, fruit cocktails, canapes, and hors d'oeuvres
6. Demonstrate ability to prepare hot pupus
7. Demonstrate ability to garnish plates and platters utilizing 4 types of garnishes
8. Demonstrate ability to serve food items rapidly as needed by the table attendants

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education interrelating cognitive, affective, and psychomotor skills for personal and career development.

3. TEXT AND MATERIALS

Folsom, LeRoi A. INSTRUCTOR'S GUIDE FOR THE TEACHING OF PROFESSIONAL COOKING. Culinary Institute of America: Hyde Park, New York.

4. REFERENCE MATERIALS

Books:

American Institute of Baking. MODERN SANDWICH METHODS.

Andrews, Helen H. FOOD PREPARATION. McGraw-Hill: New York.

Better Homes and Garden. BEST BUFFETS COOKBOOK. National Restaurant Association: Chicago, Illinois.

Blair, Eulalia C. LUNCHEON AND SUPPER DISHES FOR FOOD SERVICE MENU PLANNING. National Restaurant Association: Chicago, Illinois.

Finance, Charles. BUFFET CATERING. National Restaurant Association: Chicago, Illinois.

Haines, Robert F. FOOD PREPARATION FOR HOTELS, RESTAURANTS AND CAFETERIAS. American Technical Society: Chicago, Illinois.

Hardwick, Geraoldine B. and Robert L. Kennedy. FUNDAMENTALS OF QUANTITY FOOD PREPARATION, DESSERTS AND BEVERAGES. National Restaurant Association: Chicago, Illinois.

Huges, O. and M. Bennison. INTRODUCTORY FOODS. MacMillan & Company: New York.

Kaufman, William I. APPETIZERS AND CANAPES. National Restaurant Association: Chicago, Illinois.

Kotschevar, Leland. UNDERSTANDING FOOD. M. Wiley Company: New York.

Peckle, Fladys. FOUNDATIONS OF FOOD PREPARATION. MacMillan & Company: New York.

Shircliffe, Arnold. EDGEWATER BEACH SALAD BOOK. National Restaurant Association: Chicago, Illinois.

Sonneschmidt, Fredick H. and Jean F. Nicholas. THE PROFESSIONAL CHEF'S ART OF GARDE MANGER. National Restaurant Association: Chicago, Illinois.

Sutherland and Nelson. FOOD PREPARATION; PRINCIPLES AND PRACTICES. Wm. C. Brown: Dubuque, Iowa.

Waldner, George K. and Klaus Mitterhauser. PROFESSIONAL CHEF'S BOOK OF BUFFETS. Institutions Magazine. Chicago, Illinois.

Periodicals:

CHEF MAGAZINE

COOKING FOR PROFIT

INSTITUTIONS

RESTAURANT BUSINESS

Menus, recipes and related materials from hotels and restaurants.

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California.

A COOL HEAD FOR SALADS

SANDWICH PREPARATION AND PRESENTATION

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Student Assignments, Demonstrations

D. Student Practice

7. COURSE CONTENT

A. Tools of the Trade

1. Identify equipment, tools, supplies and materials
2. Purposes of pantry department
3. Work organization
4. Portion standards

B. Appetizers

1. Cocktail and supreme items
2. Cold soups
3. Salad items
4. Accompaniment items
5. Seafood items
6. Special banquet items

C. Garnishes

    1. Fruit garnishes
    2. Vegetable garnishes
    3. Carved vegetable garnishes
    4. Other food garnishes

D. Entree Salads

    1. Vegetable (Chef) salads
    2. Fruit salads
    3. Meat platters
    4. Seafood salads
    5. Caesar salad
    6. Others

E. Service Techniques

    1. Reading orders and checks
    2. Timing orders for pick-up
    3. Selection of wares
    4. Garnishing techniques
    5. Portioning and/or slicing desserts

F. Storage and Handling

    1. Temperature control
    2. Proper way to store foods
    3. Handling leftovers
    4. Handling preprepared items

8. EVALUATION

A. Student Production	75 percent
B. Progress Tests	25 percent

MODULE E: BAKING II

1. COURSE OBJECTIVES

A. General

To apply principles and practices of baking in quantity pies, cakes, puff paste and yeast dough products.

B. Specific

At the end of this unit, the student should be able to:

1. Identify the larger equipment, tools, utensils, and supplies needed in preparing commercially baked products
2. Demonstrate ability to prepare pie crusts, to make fruit and cream fillings, and bake a variety of pies in quantity
3. Demonstrate ability to prepare cupcakes in quantity using the creaming, blending, and whipping methods
4. Demonstrate, using the cake mixing method, the ability to prepare frostings for sweet rolls, buns, and cakes
5. Demonstrate ability to prepare puff pastry dough by making cream puffs, eclairs, napoleon, and tart shells
6. Demonstrate ability to prepare custards for baking and fillings in puff pastry shells
7. Demonstrate, using the creaming, whipping and blending methods, the ability to prepare plain and sponge cakes
8. Identify the 6 types of icings and explain preparation methods
9. Prepare icings and frostings: buttercream, boiled, fondant, and royal icings
10. Demonstrate ability to prepare fried products: doughnuts, cruellers, fritters, and crepes
11. Demonstrate ability to prepare puddings, custards, and souffles following the instructor's recipes
12. Demonstrate the ability to portion and serve prepared baked products according to instructions

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education interrelating cognitive, affective and psychomotor skills for personal and career development.

3. TEXT AND MATERIALS

Amendola, Joseph. BAKERS MANUAL FOR QUANTITY BAKING AND PASTRY MAKING. Culinary Institute of America: New York.

4. REFERENCE MATERIALS

Books:

Culinary Institute of America. INSTRUCTOR'S GUIDE FOR THE TEACHING OF PROFESSIONAL COOKING. Institutions Magazine: Chicago, Illinois.

Haines, Robert G. FOOD PREPARATION FOR HOTELS, RESTAURANTS AND CAFETERIAS. American Technical Society: Chicago, Illinois.

Hardwick, Geraoldine B. and Robert L. Kennedy. FUNDAMENTALS OF QUANTITY FOOD PREPARATION, DESSERTS AND BEVERAGES. National Restaurant Association: Chicago, Illinois.

Sultan, William J. PRACTICAL BAKING. AVI Publications: Westport, Connecticut.

Sutherland and Nelson. FOOD PREPARATION; PRINCIPLES AND PRACTICES. Wm. C. Brown: Dubuque, Iowa.

Wheat Flour Institute. FROM WHEAT TO FLOUR. Chicago, Illinois.

Wheat Flour Institute. THE TRICK OF YEAST ROLLS AND COFFEE CAKES. Chicago, Illinois.

Periodicals:

CHEF MAGAZINE

COOKING FOR PROFIT

HOSPITALITY

INSTITUTIONS

RESTAURANT BUSINESS

5. AUXILIARY MATERIALS AND CONTENT

To be selected.

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Student Assignments, Demonstrations

D. Student Practice

7. COURSE CONTENT

A. Pies and Pastries

1. Pie crusts
2. Pie fillings
    a. fruit
    b. custard
    c. chiffon
3. Pastries
4. Fried products

B. Cakes and Icings

1. Cupcakes
2. Layer cakes
3. Icings and frostings

C. Puff Pastry

1. Pastry dough exercise
2. Puff pastry shells
3. Fillings
4. Napoleons

D. Other Desserts

1. Puddings
2. Custards
3. Souffles

E. Serving Techniques

1. Portion tools and utensils
2. Cutlery exercise
3. Dish-up exercise
4. Garnishes

8. EVALUATION

A.	Student Production	75 percent
B.	Progress Tests	25 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

FOOD PREPARATION, ADVANCED	
(Course Title)	(Department and Number)

Course Description: Study and practice in culinary mastery of gourmet food preparation.

Module B: Hot Food Preparation III
Module C: Garde Manger
Module D: Ice Carving
Module E: Sugar Work

Semester Units:
B - 2 credits
C - 3 credits
D - 1 credit
E - 1 credit Total 7 credits

Hours Per Module:
B - 5 lecture hours and 50 lab hours
C - 9 lecture hours and 70 lab hours
D - 5 lecture hours and 20 lab hours
E - 5 lecture hours and 20 lab hours

Purpose and Standards:
Occupational, Certificate of Achievement
Occupational, Associate in Science Degree

Prerequisite or Other Entrance Requirements: Meet College admission requirement

Date	
(Course Outline Written)	(Approval)

MODULE B: HOT FOOD PREPARATION III

1. COURSE OBJECTIVES

A. General

To apply the principles and practices of haute cuisine cookery by preparing gourmet foods.

B. Specific

At the end of this unit, the student should be able to:

1. Given twenty-five standardized recipes, identify the culinary terms associated with haute cuisine menus
2. Describe the uses of spices, herbs, and seasonings in gourmet cookery
3. Demonstrate seafood cookery by preparing Seafood Newburg, Lobster Thermidor, Filet of Sole Marguey, coquille St. Jacques Mornay, Fisherman Platter, shucked oysters, Broiled Lobster Tail, and Papillote
4. Demonstrate roasting technique by preparing Prime Rib, Crown Rack of Lamb, Round of Beef, Roast Duck, Roast Ham, Beef Wellington, and London Broil
5. Demonstrate broiling technique by preparing T-bone, Sirloin, Tenderloin, and New York steaks according to doneness
6. Demonstrate ability to prepare a variety of restaurant dishes: curry, strogonoff, fricasse, casseroles, sauerbraten, stuffed chops, scallopine and frog legs Provencale
7. Demonstrate ability to prepare the following sauces: Chasseur, Bordelaise, Hollandaise, Marsalla, Charron, Mornay and other sauces made with wine
8. Demonstrate ability to prepare the following soups: onion, clam chowder, boula boula, gaspacho, bisques and consommes
9. Demonstrate ability to prepare flambé dishes: Steak Diane, Pepper Steak, Cherries Jubilee
10. Demonstrate ability to slice and carve roasted meats and poultry
11. Demonstrate the use of pastry bag by preparing Duchesse Potato, Potato Garnie, and Potato Nest
12. Prepare some gourmet foods found in specialty restaurants: Cordon bleu, Escalope de Veau, Chicken Ballotin, and Coq Au Vin

13. Demonstrate ability to prepare Asian foods according to instructor's assignments

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education preparing students for mastery of the culinary arts.

3. TEXT AND MATERIALS

Folsom, LeRoi A. THE PROFESSIONAL CHEF. Culinary Institute of America: Cahrens: Boston, Massachusetts.

4. REFERENCE MATERIALS

Books:

Adolfe, Meyes. EGGS IN A THOUSAND WAYS. Hotel Monthly Press: Evanston, Illinois.

Batjis and Atwater. MEALS FOR THE MODERN FAMILY. John Wiley & Sons: New York.

Bowes and Church. FOOD VALUES OF PORTIONS COMMONLY USED. J. B. Lippencott Company: Philadelphia, Pennsylvania.

Diat, Louis. TECHNIQUES OF FRENCH CUISINE. Gourmet Distribution Corporation: New York.

Escoffier, A. ESCOFFIER COOKBOOK, 27th ed. Crown Publishing Company: New York.

Fleck and Munves. INTRODUCTION TO NUTRITION. MacMillan & Company: New York.

Herman, Senn. BOOK OF SAUCES. Hotel Monthly Press: Evanston, Illinois.

Hoke, Ann. RESTAURANT MENU PLANNING. Willy Company: Evanston, Illinois.

Hughes, Osee. INTRODUCTORY FOODS. MacMillan & Company: New York.

Kotschevar, Leland. QUANTITY FOOD PRODUCTION. McCutcheon Publishing: Berkeley, California.

Leverton, Ruth. FOOD BECOMES YOU. Iowa State University Press: Ames, Iowa.

McClean, Betty. MEAL PLANNING AND SERVICE. Chas. Bennet Company: Peoria, Illinois.

Montagne, Prosper. LAUROUSSE GASTRONOMIQUE. Crown Publishing: New York.

Morris and Outland. ROTATING SEASONAL MENUS. Ahrens: New York.

Peyton, Alice. PRACTICAL NUTRITION. J. B. Lippencott Company: Philadelphia, Pennsylvania.

Sherman, Henry. THE NUTRITIONAL IMPROVEMENT OF LIFE. Columbia University Press: New York.

Tannenbaum and Stillman. UNDERSTANDING FOODS; CHEMISTRY OF NUTRITION. McGraw-Hill: New York.

Periodicals:

CHEF MAGAZINE

COOKING FOR PROFIT

FOOD SERVICE MARKETING

INSTITUTIONS MAGAZINE

RESTAURANT BUSINESS

RESTAURANT HOSPITALITY

Menus and recipes from hotels and restaurants.

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California.

BRAISING AND STEWING

BROILING

DEEP FAT FRYING

GIVE YOUR EGGS A BREAK

ROASTING

SIMMERING AND POACHING

VEGETABLE PREPARATION

6. METHODS OF INSTRUCTION

   A. Lecture

   B. Demonstrations

   C. Guest Speakers

   D. Student Assignments, Demonstrations

   E. Student Practice

7. COURSE CONTENT

   A. Haute Cuisine Foods

      1. Identification of gourmet dishes
      2. Cookery methods
      3. Service techniques
      4. Work organization

   B. Seafood and Finfish Cookery

      1. Papillote and baked dishes
      2. Marguery and bonne femme dishes
      3. Maitre d'hotel and meiniere dishes
      4. Newburg and thermidor dishes
      5. Deep fried and sauted dishes
      6. Shucking oysters
      7. Poached and steamed dishes

   C. Roasts and Broiling Cookery

      1. Prime rib and round of beef
      2. Crown Rack of Lamb
      3. Roast Duckling
      4. Beef Wellington
      5. Chateaubriand
      6. Steaks

   D. Sauces

      1. Chasseur
      2. Bordelaise

    3. Hollandaise
    4. Marsalla
    5. Charron
    6. Mornay
    7. Wine Variations

E. Soups

    1. Consomme variations
    2. Cream soup variations
    3. Onion soup
    4. Bisques
    5. Gaspacho

F. Flambe Cookery

    1. Steak Diane
    2. Pepper Steak
    3. Cherries Jubilee

G. Other Gourmet Foods

    1. Duchesse Potato
    2. Cordon bleu
    3. Chicken Ballotine
    4. With wines

H. Serving Techniques

    1. Carving and slicing of roasts
    2. Garnishing procedures
    3. Use of flaming utensils

8. EVALUATION

A.	Student Production	75 percent
B.	Progress Tests	25 percent

MODULE C: GARDE MANGER

1. COURSE OBJECTIVES

A. General

To apply the principles of buffet and garde manger food preparation by producing hors d'oeuvres, chaud-froid, vegetable-carved pieces, and culinary centerpieces.

B. Specific

At the end of this unit, the student should be able to:

1. Identify the utensils, tools, and materials needed to prepare buffet pieces and garde manger work
2. Draw and plan culinary pieces following specific regulations and procedures
3. Demonstrate ability to prepare gelatin molds using fruits and vegetables for piece montee
4. Demonstrate ability to prepare chaud-froid sauce and decorate variations of sauces with fruits, salads greens, truffles, and cold meats
5. Demonstrate ability to prepare buffet centerpieces: ham, poultry, seafood, salmon, roasts, fruits, cheese, and hors d'oeuvres
6. Demonstrate ability to prepare canapes and hors d'oeuvres: finger sandwiches, stuffed eggs, salami rolls, liver pate, marinated vegetables, stuffed celery, radish rose, carved turnips, and relish tray
7. Demonstrate ability to prepare mousse, pates and galantines: ham mousse, meat farce, Russian salad, pate maison, liver pate molds, pate en croute, galatine of turkey, and beef slices
8. Describe the layout design and menu for setting up a buffet

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education preparing students for mastery of the culinary arts.

3. TEXT AND MATERIALS

Waldner, George K. and Klaus Mittenhauser. THE PROFESSIONAL CHEF'S BOOK OF BUFFET. Institutions Magazine: Chicago, Illinois.

4. REFERENCE MATERIALS

Books:

Finance, Charles. BUFFET CATERING. Ahrens: New York.

Foster, August. AMERICAN CULINARY ART. Ahrens: New York.

Lange, Howard. CATERING. Ahrens: New York.

Lefler, Ruff and Chiapperini. CANAPES, HORS D'OEUVRES AND BUFFET DISHES. Ahrens: New York.

Shannon, Ellen. AMERICAN DICTIONARY OF CULINARY TERMS. A. S. Barnes and Company: New York.

THOUGHTS FOR BUFFET. Houghton Mufflin Company: Cambridge, Massachusetts.

Periodicals:

BETTER HOMES AND GARDEN

CHEF MAGAZINE

COOKING FOR PROFIT

FOOD SERVICE MARKETING

HOUSE AND GARDEN

HOUSE BEAUTIFUL

INSTITUTIONS

RESTAURANT HOSPITALITY

5. AUXILIARY MATERIALS AND CONTENT

To be selected.

6. METHODS OF INSTRUCTION

   A. Lecture

   B. Demonstrations

   C. Field Trips

   D. Student Assignments, Demonstrations

   E. Student Production

7. COURSE CONTENT

   A. Tools of the Trade

      1. Introduction of Buffet Service
      2. Buffet presentation
      3. Tools and utensils for buffet work
      4. Terminology

   B. Canapes and Hors d'oeuvres

      1. With bread, crackers and toast
      2. With vegetables and fruits
      3. With cold cuts and pate
      4. With eggs
      5. With carved vegetables
      6. With seafood

   C. Chaud-Froid Preparation

      1. Basic sauce and variations
      2. Display designs with sauce
      3. Exercises in decorating

   D. Jellied Aspic Molds

      1. Aspics
      2. Aspic molds with chaud-froid lining
      3. Aspic molds without chaud-froid lining
      4. Fruit gelatin molds
      5. Variations of Piece Montee

   E. Mousse, Pates and Galatines

      1. Preparation of Mousse
      2. Ham Mousse
      3. [illegible] Farce
      4. Russian Salad
      5. Pate Maison
      6. Pate en Croute
      7. Galantines

F. Buffet Centerpieces

1. Ham
2. Poultry
3. Seafood or fin fish
4. Fruits
5. Vegetables
6. Cheese
7. Hors d'oeuvres

8. EVALUATION

A.	Student Production	75 percent
B.	Progress Tests	25 percent

MODULE D: ICE CARVING

1. COURSE OBJECTIVES

A. General

To apply the principles of sculpturing figures and practice carving bowls, dolphin, swan, and related models from ice blocks.

B. Specific

At the end of this unit, the student should be able to:

1. List about twelve occasions when an ice carving may enhance a party or dinner
2. Complete sentences describing the average ice block as to shape, size, weight, and appearance for sculpturing
3. Name the temperature and area best suited for carving an ice block
4. From a given list identity 7 tools used for ice carving
5. Complete sentences describing the primary use of each tool
6. Draw simple designs to scale using graph paper
7. Transpose the designs to templates and then to ice blocks
8. Remove excess ice with a pick or shaver to form the silhouette of the desired design
9. With a saw make cuts into ice block or remove excess pieces
10. With a shaver start to form the design
11. With a chisel or pruning [illegible], smooth out the carving to the desired design
12. Demonstrate ability to work with the carving tools by sculpturing a variety of designs according to the instructor: swan, basket, horse, angel, rabbit, vase, dolphin, and deer

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education preparing students for mastery of the culinary arts.

3. TEXT AND MATERIALS

Amendola, Joseph. ICE CARVING MADE EASY. Dahl Publishing Company: Stamford, Connecticut.

4. REFERENCE MATERIALS

Book:

Waldner, Geroge K. and Klaus Mittenhauser. THE PROFESSIONAL CHEF'S BOOK OF BUFFET. Institutions Magazine: Chicago, Illinois.

5. AUXILIARY MATERIALS AND CONTENT

Demonstrations by Local Chefs

Sketches and Transparencies by Walter Schiess, Chef Instructor, Kapiolani Community College.

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Student Assignments, Demonstrations

D. Student Practice

7. COURSE CONTENT

A. The Ice Block

1. How it is made and formed
2. Standard appearance
3. How to work with it
4. Place to carve the block

B. Tools for Ice Carving

1. Ice tongs
2. Yardstick and compass
3. Ice shaver
4. Ice pick
5. Ice saw
6. Ice chisels
7. Ice scraper

C. How to Begin Carving Ice

1. Understanding basic shapes
2. Visualizing in 3 dimensions
3. Make sketches on paper
4. Transpose to templates
5. Trace sketch to ice block

D. Carving the Ice Block

1. Use shaver, saw,and pick to remove excess ice
2. Use shaver to start the shape
3. Use chisel to smooth out design

E. Practice Ice Carving by Sculpturing:

1. Bowl
2. Vase
3. Swan
4. Horse
5. Angel
6. Rabbit
7. Eagle

8. EVALUATION

A.	Student Production	75 percent
B.	Progress Tests	25 percent

MODULE E: SUGAR WORK

1. COURSE OBJECTIVES

A. General

To apply the fundamental culinary decorating techniques by practicing a variety of shapes and designs using sugar nougat, gum paste, and icing.

B. Specific

At the end of this unit, the student should be able to:

1. Identify the 5 basic tools and supplies needed for decorating
2. Complete sentences describing the functions and uses of each
3. Given recipes, prepare a variety of icings
4. Demonstrate the correct use of paper cornet and icing bag for cake decorating
5. Demonstrate the use of gum paste by making flowers and figures according to instructor
6. Practice cake decorating by using the various tubes and forming designs and borders according to instructor
7. Identify colors used in decorating and practice blending and mixing paste colors according to instructions
8. Identify and describe the deep color, spatula striping, masking and spraying methods of color technique
9. Demonstrate the making of pulled sugar by following recipe and method demonstrated by instructor
10. Practice weaving a flower basket by using pulled sugar and special instructions
11. Demonstrate the making of rock sugar by following recipe and method according to instructor
12. Demonstrate the making of spun sugar by following recipe and method according to instructor
13. Build candy box and Easter eggs with nougat

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the food service curriculum for hospitality education preparing students for mastery of the culinary arts.

3. TEXT AND MATERIALS

McKinley and Norman Winston. MODERN CAKE DECORATING. Wilton Enterprise: Chicago, Illinois.

4. REFERENCE MATERIALS

Guertner, Beryl. CAKE ICING AND DECORATING FOR ALL OCCASIONS. Taplinger Publishing Company: New York.

5. AUXILIARY MATERIALS AND CONTENT

Demonstrations by Pastry Chefs.

6. METHODS OF INSTRUCTION

A. Lecture

B. Demonstrations

C. Student Assignments, Demonstrations

D. Student Practice

7. COURSE CONTENT

A. Identification of Decorating Tools

1. Knives and cutlery
2. Turntables
3. Spoons
4. Icing tubes
5. Icing bags
6. Coloring materials
7. Others

B. Fundamental Decorating Techniques

1. Icing cakes
2. Creating designs with tubes
3. Constructing a paper cone
4. Using the paper cone - pressure control exercises
5. Coloring techniques

C. Practice in Cake Decorating

1. Cake borders
2. Flowers
3. Figure piping
4. Tube writing and lettering

D. Pulled Sugar Work

1. Materials for basket
2. Boiling the sugar
3. Weaving the basket
4. Making the flowers
5. Making the leaves
6. Making the ribbons

E. Rock Sugar Work

1. Boiling the sugar
2. Adding the icing
3. Building the design

F. Spun Sugar Work

1. Boiling the sugar
2. Materials for design effect
3. Cover a fancy piece with spun sugar

G. Nougat Work

1. Build mold
2. Prepare nougat
3. Roll and shape nougat
4. Decorate

8. EVALUATION

A. Student Production	75 percent
B. Progress Tests	25 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

HOTEL SERVICES (Course Title)	(Department and Number)

Course Description:	Study of fundamental principles and practices of hotel operations.
	Module B: Hotel Terminology Module C: Hotel Organization and Functions Module D: Hotel Reservations Module E: Guest Check-in and Check-out Procedures Module F: Guest Needs and Services
Semester Units:	B - 1 credit C - 1 credit D - 1 credit E - 1 credit F - 1 credit Total 5 credits
Hours Per Week:	B - 3 hours per week for 5 weeks C - 3 hours per week for 5 weeks D - 3 hours per week for 5 weeks E - 3 hours per week for 5 weeks F - 3 hours per week for 5 weeks
Purpose and Standards:	Occupational, Certificate of Achievement Occupational, Associate in Science Degree
Prerequisite or Other Entrance Requirements:	Meet College admission requirements

Date ____________________ (Course Outline Written)

____________________ (Approval)

MODULE B: HOTEL TERMINOLOGY

1. COURSE OBJECTIVES

A. General

To comprehend and practice usage of words and phrases applicable to hotel operations in Hawaii.

B. Specific

At the end of this unit, the student should be able to:

1. Spell and define a given glossary of 150 terms used in hotel operations
2. Listen to tapes or instructor and practice the acceptable pronunciation of fifty words and phrases in each category: Asian, Local, and European
3. Distinguish the usage of a given list of terms in providing hotel services to guests
4. Match the terms to the correct activities and functions in hotel service
5. Select from a given list the hotel terms located in current brochures, pamphlets, texts and trade journals
6. Identify and translate a given list of Japanese terms into American words or concepts
7. Select from a list of 5 Japanese characters those that are used in local hotels that cater to Japanese tourists
8. Be able to use appropriate greeting for American and foreign guests

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

These are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Brigham. HOUSEKEEPING. Hayden Company: New York.

Ching, Fay Y. S. LET'S SPEAK JAPANESE FOR HOTEL, STORE AND RESTAURANT WORKERS. Palisades Publishing Company: Honolulu.

Haszonics, Joseph J. FRONT OFFICE OPERATIONS. I.T.T. Educational Services: New York.

Hawaii Visitors Bureau. HAWAII HOTEL GUIDE. Honolulu.

Laventhol and Krekstein. A GUIDE TO TERMINOLOGY IN THE HOSPITALITY INDUSTRIES. Harwath Company: New York.

Lehrman, Lewis. DINING ROOM SERVICE. I.T.T. Educational Services: New York.

Murata, Faye. NIHOGO NO KAIWA. AFL-CIO Local 5. Honolulu.

Nishiyama, Kazuo. JAPANESE TOURISTS ABROAD. Hakubundo Book Company. Honolulu.

Pukui, Mary K. and Samuel H. Elbert. HAWAII DICTIONARY. University Press of Hawaii: Honolulu.

Restaurant Business. MENU PLANNING AND FOOD MERCHANDISING. I.T.T. Educational Services: New York.

Vallen, Jerome J. CHECK IN AND CHECK OUT. Wm. C. Brown: Dubuque, Iowa.

Voegele, Margueite C. and Grace H. Woolley. MENU DICTIONARY. Ahrens: New York.

Periodicals and Journals:

BUILDING OPERATING MANAGEMENT

HOSPITALITY

HOTEL AND MOTEL MANAGEMENT

INSTITUTIONS

MEETING AND CONVENTIONS

RESORT MANAGEMENT

RESTAURANT BUSINESS

TRAVEL AND LEISURE

TOURIST NEWS

WAIKIKI BEACH PRESS

Brochures from hotels, travel agents, steamships, and tour companies.

5. AUXILIARY MATERIALS AND CONTENT

Instructional materials are being developed under the Exemplary Project.

6. METHODS OF INSTRUCTION

A. Lecture

B. Drill

C. Student Participation, Assignments

7. COURSE CONTENT

A. American Hotel Terms

1. Definitions
2. Spelling and abbreviations
3. Pronunciation drill
4. Usage

B. Japanese and Other Asian Terms

1. Definitions
2. Identification of characters
3. Pronunciation drill
4. Usage

C. Local Terms

1. Definitions
2. Spelling
3. Pronunciation drill
4. Usage

D. European Terms

1. Definitions
2. Spelling and abbreviations
3. Pronunciation drill
4. Usage

8. EVALUATION

A.	Progress Tests	40 percent
B.	Student Production	60 percent

MODULE C: HOTEL ORGANIZATION AND FUNCTIONS

1. COURSE OBJECTIVES

A. General

To analyze the evolution of hotel development and organization structure and to recognize the changing functions and operational procedures.

B. Specific

At the end of this unit, the student should be able to:

1. Trace the historical evolution of hotels from 1 A.D. to 1800 A.D.
2. Give 3 factors for the lack of hotel development until the 17th Century
3. List 4 reasons for the rapid expansion of the English Inns in the 18th Century
4. List the 4 significant American hotels of the 19th Century and name 15 contributions made to modern hotel management
5. Select correct statements concerning hotel development in the Pacific-Asian areas in this century
6. Name the major causes that lead to rapid hotel development in America in the 20th Century
7. Select and describe major resort developments in U.S.A. and Pacific-Asian areas
8. List the major reasons for food and beverage operations in hotels
9. Give 2 reasons for the advancement of food and beverage operations in American hotel business
10. Draw an organization chart of a large hotel listing the many departments, functions, and personnel
11. Identify hotel employees' tasks titles in a large hotel

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Abraben, E. RESORT HOTELS. Reinhold Publishing Company: New York.

Arthur, R. and D. Glandwell. THE HOTEL ASSISTANT MANAGER. Barrie & Rockliff: London, England.

Baum, Vikki. GRAND HOTEL. Doubleday: Garden City, New York.

Berman, Shelley. A HOTEL IS A PLACE... Price, Stern, Sloan and Company: Los Angeles, California.

Booz, Allen and Hamilton. EXTERNAL RESERVATION SERVICES ANALYSIS. American Hotel and Motel Association: New York.

Booz, Allen and Hamilton. OPERATION BREAKTHROUGH, AN APPROACH TO HOTEL-MOTEL OPERATION IN 1978. American Hotel and Motel Association: New York

Case, Frank. TALES OF A WAYWARD INN. Garden City, New York.

Coffman, Charles Dewitt. THE FULL HOUSE. Cornell University: Ithaca, New York.

Hilton, Conrad N. BE MY GUEST. Prentice-Hall: Englewood Cliffs, New Jersey.

Jarman, Rufus. A BED FOR THE NIGHT. Harper, New York.

Kalt, Nathan. INTRODUCTION TO THE HOSPITALITY INDUSTRY. I.T.T. Educational Services: New York.

Keister, Douglas C. and Ralph D. Wilson. SELECTED READINGS FOR AN INTRODUCTION TO HOTEL AND RESTAURANT MANAGEMENT. McCutchan Company: Berkeley, California.

Lattin, Gerald. MODERN HOTEL AND MOTEL MANAGEMENT. W. H. Freeman Company: San Franscisco, California.

Laventhol, Krekstein. LODGING INDUSTRY. Horwath and Horwath: Philadalphia, Pennsylvania.

Lundberg, Donald. THE HOTEL AND RESTAURANT BUSINESS. Institutions Magazine: Chicago, Illinois.

Lundberg, Donald. THE TOURIST BUSINESS. Cahners: Boston, Massachusetts.

McIntosh, Robert W. TOURISM PRINCIPLES, PRACTICES AND PHILOSOPHIES. Grid Inc.: Columbus, Ohio.

Miller, Floyd. STATLER. Statler Foundation: New York.

Pfeiffer, Voeglle and Wooley. THE CORRECT SERVICE DEPARTMENT FOR HOTELS, MOTEL HOTELS, MOTELS AND RESORTS. Ahrens: New York.

Podd, G. and J. Lesure. PLANNING AND OPERATING MOTELS AND MOTOR HOTELS. Ahrens: New York.

State of Hawaii. LEGISLATORS SEASIDE RESORT STUDY MISSION. Honolulu.

State of Hawaii. REPORT OF THE GOVERNOR'S ECONOMIC ADVISORY TASK FORCE. Honolulu.

State of Hawaii. REPORT. GOVERNOR'S TOURISM PLANNING ADVISORY COMMITTEE. Honolulu.

TRENDS IN THE HOTEL-MOTEL BUSINESS. Harris, Kerr, Forster & Company: New York.

Vallen, Jerome. ART AND SCIENCE OF MODERN INNKEEPING. Ahrens: New York.

Vallen, Jerome. CHECK IN - CHECK OUT; PRINCIPLES OF EFFECTIVE FRONT OFFICE MANAGEMENT. Wm. C. Brown: Dubuque, Iowa.

Periodicals:

ANNUAL RESEARCH REPORT, Annual. Hawaii Visitors Bureau

BUILDING OPERATING MANAGEMENT

CORNELL HOTEL AND RESTAURNAT ADMINISTRATION QUARTERLY

ECONOMIC INDICATORS, Monthly. First Hawaiian Bank

HOSPITALITY

HOTEL AND MOTEL MANAGEMENT

INSTITUTIONS

MEETING AND CONVENTIONS

MONTHLY REVIEW. Bank of Hawaii

RESEARCH REPORT, Monthly. Hawaii Visitors Bureau

RESORT MANAGEMENT

RESTAURANT BUSINESS

TRAVEL AND LEISURE

VISITOR REACTION SURVEY, Quarterly. Hawaii Visitors Bureau

Honolulu Advertiser and Star Bulletin

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California.

BELLMAN

COURTEOUS DOORMAN

COURTESY

FRONT DESK

THE RESPONSIBLE MAID

6. METHODS OF INSTRUCTION

A. Lecture

B. Student Participation, Assignments

C. Guest Speakers

D. Field Trips

7. COURSE CONTENT

A. Evolution of the Early Inns

1. Innkeeping before 1 A.D.
2. Innkeeping through the Renaissance
3. The English Inns
4. American hotels before 1800
5. Organization structures

B. American Hotel Development

1. Contributions of the Tremont Hotel
2. Contributions of the Waldorf, Statler, and Palace Hotels
3. American resorts
4. Food and beverage operations
5. Emerging motels
6. Organization structures

C. International Hotel Development

1. Hotel development in Pacific-Asia
2. Hotel development in Europe
3. Hotel development in American Hemisphere
4. Organization structures

D. Current and Future Growth and Development

1. Current patterns of hotel operations
2. Comparison of hotel management practices
3. Future trends of hotel development
4. Effects of technological and environment concerns

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

MODULE D: HOTEL RESERVATIONS

1. COURSE OBJECTIVES

A. General

To comprehend the procedures for handling reservations and to practice the processes in controlling space accommodations.

B. Specific

At the end of this unit, the student should be able to:

1. Select from a given list the qualifications of a reservationist
2. Know the 3 methods of taking a reservation
3. Identify the 2 major objectives of a reservation system
4. Arrange in order, the steps in the procedures for taking a reservation
5. Identify the purpose of a reservation chart
6. Identify the definition and method of blocking space
7. List 5 kinds of information needed on the reservation form
8. Identify procedures in confirming a reservation and assigning of space requested
9. Identify procedures to be followed in cases of overbooking
10. Demonstrate ability to take and confirm a reservation
11. Distinugish between a regular and a guaranteed reservation
12. Name 4 factors that determine the room rates
13. Given situational problems, select a proper method for rejecting a reservation

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Abraben, E. RESORT HOTELS. Reinhold Publishing Company: New York.

Arthur, R. and D. Glandwell. THE HOTEL ASSISTANT MANAGER. Barrie Rockliff: London, England.

Booz, Allen and Hamilton. EXTERNAL RESERVATION SERVICES ANALYSIS. American Hotel and Motel Association: New York.

Dahl, J. O. BELLMAN AND ELEVATOR OPERATOR. The Dahls: Stamford, Connecticut.

Dahl, J. O. ROOM CLERK'S MANUAL. The Dahls: Stamford, Connecticut.

Deveau, Kack and Jaap Penraat. THE EFFICIENT ROOM CLERK. Learning Information Inc.: New York.

Dukas, Peter. HOTEL FRONT OFFICE MANAGEMENT AND OPERATIONS. Wm. C. Brown: Dubuque, Iowa.

Fay, Rhoads and Rosenblatt. MANAGERIAL ACCOUNTING FOR THE HOSPITALITY SERVICE INDUSTRIES. Wm. C. Brown: Dubuque, Iowa.

Haldenbrand, H. V. FRONT OFFICE PSYCHOLOGY. John Willey: Evanston, Illinois.

Haszonics, Joseph. FRONT OFFICE OPERATION. I.T.T. Educational Services: New York.

Kalt, Nathan. INTRODUCTION TO THE HOSPITALITY INDUSTRY. I.T.T. Educational Services: New York.

Keister, Douglas C. and Ralph D. Wilson. SELECTED READINGS FOR AN INTRODUCTION TO HOTEL AND RESTAURANT MANAGEMENT. McCutchan Company: Berkeley, California.

Lattin, Gerald. MODERN HOTEL AND MOTEL MANAGEMENT. W.H. Freeman Company: San Francisco, California.

Laventhol, Krekstein. LODGING INDUSTRY. Horwath and Horwath: Philadelphia, Pennsylvania.

Pfeiffer, Voeglle and Wooley. THE CORRECT SERVICE DEPARTMENT FOR HOTELS, MOTOR HOTELS, MOTELS AND RESORTS. Ahrens: New York.

Podd, G. and J. Lesure. PLANNING AND OPERATING MOTELS AND MOTEL HOTELS. Ahrens: New York.

TRENDS IN THE HOTEL-MOTEL BUSINESS. Harris, Kerr, Forster & Company: New York.

Vallen, Jerome. ART AND SCIENCE OF MODERN INNKEEPING. Ahrens: New York.

Vallen, Jerome. CHECK IN - CHECK OUT; PRINCIPLES OF EFFECTIVE FRONT OFFICE MANAGEMENT. Wm. C. Brown: Dubuque, Iowa.

Witzky, Herbert. PRACTICAL HOTEL-MOTEL COST REDUCTION HANDBOOK. Ahrens: New York.

Periodicals:

BUILDING OPERATING MANAGEMENT

CORNELL HOTEL AND RESTAURANT ADMINISTRATION QUARTERLY

HOSPITALITY

HOTEL AND MOTEL MANAGEMENT

INSTITUTIONS

MEETING AND CONVENTIONS

RESORT MANAGEMENT

RESTAURANT BUSINESS

TRAVEL AND LEISURE

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California.

COURTEOUS DOORMAN

COURTESY

FRONT DESK

HANDLING CHECKS

HANDLING COMPLAINTS

HANDLING CREDIT CARDS

HANDLING MONEY

SUCCESSFUL PERSUASION

TELEPHONE TECHNIQUES

6. METHODS OF INSTRUCTION

   A. Lecture, Demonstration

   B. Student Participation, Assignments, Demonstrations

   C. Guest Speakers

   D. Field Trips

7. COURSE CONTENT

   A. The Reservation System

      1. Purpose for reservations
      2. Objectives of the reservation system
      3. Steps in processing reservations
      4. Duties of the reservationist

   B. Procedures for Taking a Reservation

      1. Methods of receiving requests
      2. Computation of space inventory
      3. Charting the requests
      4. Follow-up procedures
      5. Salesmanship techniques

   C. Kinds of Information Needed for a Reservation

      1. Personal data
      2. Type of accommodations
      3. Number of guests
      4. Rate structure
      5. Arrival and departure
      6. Special requests
      7. Practice in taking reservations

   D. Control Measures Used

      1. Requesting deposits
      2. Determining rates
      3. Rejecting a reservation
      4. Overbooking situations
      5. Forecasting

E. Posting and Filing the Reservations

   1. The reservation chart
   2. The reservation card system
   3. Assignment of space
   4. Processing group and FIT bookings

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

MODULE E: GUEST CHECK IN AND CHECK OUT PROCEDURES

1. COURSE OBJECTIVES

A. General

To synthesize procedures for registering and rooming guests, for maintaining guest folios and for checking out guests.

B. Specific

At the end of this unit, the student should be able to:

1. List 7 functions of the rooms division as the chief contact with the public
2. Select 4 "nerve center" functions of the front office
3. Name 6 duties of the front service worker
4. State the importance of the first contact with the guests, and name 3 front office workers who may be considered hosts
5. Distinguish between registration procedures for a guest with and without a reservation
6. Apply rules for handling registration problems in given problem situations
7. Arrange in order, 10 steps in the procedure for rooming a guests
8. Identify a reason why a bellman explains room equipment to guests
9. List 2 reasons for the importance of the cashier and 3 ways the cashier gives the guest a good impression
10. Identify the procedures in taking payment from a guests
11. Complete statements regarding post check-out duties
12. Demonstrate ability to check-in, to room and to check-out guests
13. Arrange in order, 6 steps in the procedure for posting guest charges on a guest folio
14. Identify procedures regarding personal checks, charges, and cash
15. List 2 purposes of the housekeeper's room report

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Arthur, R. and D. Glandwell. THE HOTEL ASSISTANT MANAGER. Barrie & Rockliff: London, England.

Booz, Allen and Hamilton. EXTERNAL RESERVATIONS SERVICES ANALYSIS. American Hotel and Motel Association: New York.

Dahl, J. O. BELLMAN AND ELEVATOR OPERATOR. The Dahl: Stamford, Connecticut.

Dahl, J. O. ROOM CLERK'S MANUAL. The Dahls: Stamford, Connecticut.

Deveau, Jack and Jaap Enraat. THE EFFICIENT ROOM CLERK. Learning Information Inc.: New York.

Dukas, Peter. HOTEL FRONT OFFICE MANAGEMENT AND OPERATIONS. Wm. C. Brown: Dubuque, Iowa.

Fay, Rhoads and Rosenblatt. MANAGERICAL ACCOUNTING FOR THE HOSPITALITY SERVICE INDUSTRIES. Wm. C. Brown: Dubuque, Iowa.

Haldenbrand, H. V. FRONT OFFICE PSYCHOLOGY. John Willy: Evanston, Illionis.

Haszonics, Joseph. FRONT OFFICE OPERATION. I.T.T. Educational Services: New York.

Horwath, Toth and Lesure. HOTEL ACCOUNTING. Ronald Press: New York.

Kalt, Nathan. INTRODUCTION TO THE HOSPITALITY INDUSTRY. I.T.T. Educational Services: New York.

Keister, Douglas C. and Ralph D. Wilson. SELECTED READINGS FOR AN INTRODUCTION TO HOTEL AND RESTAURANT MANAGEMENT. McCutchan Company: Berkeley, California.

Lattin, Gerald. MODERN HOTEL AND MOTEL MANAGEMENT. W. H. Freeman Company: San Francisco, California.

Laventhol, Krekstein. LODGING INDUSTRY. Horwath and Horwath: Philadalphia, Pennsylvania.

Lefler, Janet and Salvatore Calanese. THE CORRECT CASHIER. Ahrens: New York.

Lundberg, Donald and James P. Armatas. THE MANAGEMENT OF PEOPLE IN HOTELS, RESTAURANTS AND CLUBS. Wm. C. Brown: Dubuque, Iowa.

McIntosh, Robert W. TOURISM PRINCIPLES, PRACTICES AND PHILOSOPHIES. Grid Inc.: Columbus, Ohio.

Pfeiffer, Voeglle and Wooley. THE CORRECT SERVICE DEPARTMENT FOR HOTELS, MOTOR HOTELS, MOTELS AND RESORTS. Ahrens: New York.

Podd, G. and J. Lesure. PLANNING AND OPERATING MOTELS AND MOTOR HOTELS. Ahrens: New York.

Tarr, Standley B. and Clifford T. Fay Jr. BASIC BOOKKEEPING FOR THE HOSPITALITY INDUSTRY. National Restaurant Association: Honolulu.

TRENDS IN THE HOTEL-MOTEL BUSINESS, Annual. Harris, Kerr, Forster and Company: New York.

Vallen, Jerome. ART AND SCIENCE OF MODERN INNKEEPING. Ahrens: New York.

Vallen, Jerome. CHECK IN - CHECK OUT; PRINCIPLES OF EFFECTIVE FRONT OFFICE MANAGEMENT. Wm. C. Brown: Dubuque, Iowa.

Witzky, Herbert. PRACTICAL HOTEL-MOTEL COST REDUCTION HANDBOOK. Ahrens: New York.

Periodicals:

BUILDING OPERATING MANAGEMENT

CORNELL HOTEL AND RESTAURANT ADMINISTRATION QUARTERLY

HOSPITALITY

HOTEL AND MOTEL MANAGEMENT

INSTITUTIONS

MEETING AND CONVENTIONS

RESORT MANAGEMENT

RESTAURANT BUSINESS

TRAVEL AND LEISURE

Selected forms and reports from industry

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California.

BELLMAN

COURTEOUS DOORMAN

FRONT DESK

HANDLING CHECKS

HANDLING COMPLAINTS

HANDLING CREDIT CARDS

HANDLING MONEY

TELEPHONE TECHNIQUES

THE MAID: CLEANING THE BATHROOM

THE MAID: MAKING UP THE ROOM

THE RESPONSIBLE MAID

6. METHODS OF INSTRUCTION

A. Lecture, Demonstrations

B. Student Demonstrations, Assignments

C. Guest Speakers

D. Field Trips

7. COURSE CONTENT

A. Front Desk Activities

1. Procedures for registering arriving guests
2. Procedures for maintaining daily guest folios
3. Procedures for maintaining daily occupancy information
4. Procedures for check out guests
5. Cashiering
6. Procedures for receiving payments
7. Post-check-out duties
8. Handling special registration problems
9. Practice in guest accommodations

B. Front Service Activities

1. Procedures for greeting arriving guests
2. Procedures for rooming guests
3. Procedures for handling personals and luggage
4. Procedures for handling departing guests

C. Housekeeping Activities

1. Room inspection report
2. Servicing an occupied room
3. Preparing a check-out room
4. Lost and found

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

MODULE F: GUESTS NEEDS AND SERVICES

1. COURSE OBJECTIVES

   A. General

   To recognize and evaluate acceptable practices regarding guest requirements for special services in lodging, dining, meeting, and recreational needs.

   B. Specific

   At the end of this unit, the student should be able to:

   1. Demonstrate the 3 special services provided by the front desk workers for guests
   2. State the sources of information on hotel activities, tours, and the community
   3. Demonstrate the special requests performed by the front service workers
   4. Complete sentences regarding handling of mail, messages, packages, and gifts
   5. State the security measures provided for guests
   6. Identify the security measures that employees should take
   7. Discuss emergency situations and accidents that occur
   8. Identify laundry and valet service needs
   9. List the special equipment, furnishings and repair needs
   10. Discuss the procedures in providing room service requests
   11. Demonstrate the acceptable methods of providing personalized services for room service requests
   12. State the food, facilities, and equipment requirements for conventions and meetings
   13. Discuss the special services provided by hotels for large conventions and meetings

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

Instructional materials are being developed under the Exemplary Project for community colleges.

4. REFERENCE MATERIALS

Books:

Arthur, R. and D. Glandwell. THE HOTEL ASSISTANT MANAGER. Barrie & Rockliff: London, England.

Berman, Shelley. A HOTEL IS A PLACE... Price, Stern, Sloan & Company: Los Angeles, California.

Coffman, Charles Dewitt. THE FULL HOUSE. Cornell University: Ithaca, New York.

Dukas, Peter. HOTEL FRONT OFFICE MANAGEMENT AND OPERATIONS. Wm. C. Brown: Dubuque, Iowa.

Haszonics, Joseph. FRONT OFFICE OPERATION. I.T.T. Educational Services: New York.

Hilton, Conrad N. BE MY GUEST. Prentice-Hall: Englewood Cliffs, New Jersey.

Jarman, Rufus. A BED FOR THE NIGHT. Harper: New York.

Lattin, Gerald. MODERN HOTEL AND MOTEL MANAGEMENT. W. H. Freeman Company: San Francisco, California.

Laventhol, Krekstein. LODGING INDUSTRY. Horwath and Horwath: Philadalphia, Pennsylvaia.

Lundberg, Donald. THE HOTEL AND RESTAURANT BUSINESS. Institutions Magazines: Chicago, Illinois.

Lundberg, Donald. THE TOURIST BUSINESS. Cahners: Boston, Massachusetts.

Miller, Floyd. STATLER. Statler Foundation: New York.

Podd, G. and J. Lesure. PLANNING AND OPERATING MOTELS AND MOTOR HOTELS. Ahrens: New York.

SECURITY FOR HOTELS, MOTELS AND RESTAURANTS. National Restaurant Association: Chicago, Illinois.

Sherry, John H. THE LAWS OF INNKEEPERS. National Restaurant Association: Chicago, Illionis.

Vallen, Jerome. ART AND SCIENCE OF MODERN INNKEEPING.
Ahrens: New York.

Vallen, Jerome. CHECK IN - CHECK OUT; PRINCIPLES OF EFFECTIVE FRONT OFFICE MANAGEMENT. Wm. C. Brown: Dubuque, Iowa.

Periodicals:

CORNELL HOTEL AND RESTAURANT ADMINISTRATION QUARTERLY

HOSPITALITY

HOTEL AND MOTEL MANAGEMENT

INSTITUTIONS

MEETING AND CONVENTIONS

RESORT MANAGEMENT

RESTAURANT BUSINESS

TRAVEL AND LEISURE

5. AUXILIARY MATERIALS AND CONTENT

Films, National Educational Media: Encino, California.

BELLMAN

COURTEOUS DOORMAN

FRONT DESK

HANDLING COMPLAINTS

ROOM SERVICE

THE RESPONSIBLE MAID

6. METHODS OF INSTRUCTION

A. Lecture, Demonstrations

B. Student Participation, Demonstrations

C. Guest Speakers

7. COURSE CONTENT

A. Front Office Special Services

1. Key and mail service
2. Telephone service
3. Transportation needs
4. Medical services
5. Information services

B. Security Services

1. Guest needs
2. Security measures by employees
3. Emergencies and accidents
4. Special problems

C. Housekeeping and Maintenance Services

1. Special cleaning requests
2. Repairs and mending requests
3. Equipment and furnishing needs
4. Special decorating requests

D. Room Service

1. Types of requests
2. Deliversy and set-up procedures
3. Pick-up procedures
4. Methods of personalized services

E. Convention and Meetings

1. Banquet services
2. Special accommodations
3. Equipment and furnishing needs

8. EVALUATION:

A. Progress Tests	40 percent
B. Student Production	60 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

TRAVEL SERVICES
(Course Title)

(Department and Number)

Course Description: Study of tour and travel operations and practice in basic work skills.

Module B: Travel Terminology
Module C: Travel Organization and Functions
Module D: Travel Reservations
Module E: Travel Ticketing
Module F: Tour Escort Service

Semester Units:
B - 1 credit
C - 1 credit
D - 1 credit
E - 1 credit
F - 1 credit Total 5 credits

Hours Per Week:
B - 3 hours per week for 5 weeks
C - 3 hours per week for 5 weeks
D - 3 hours per week for 5 weeks
E - 3 hours per week for 5 weeks
F - 3 hours per week for 5 weeks

Purposes and Standards:
Occupational, Certificate of Achievement
Occupational, Associate in Science Degree

Prerequisite or Other Entrance Requirements: Meet College admission requirements

Date
(Course Outline Written)

(Approval)

MODULE B: TRAVEL TERMINOLOGY

1. COURSE OBJECTIVES

A. General

To comprehend and practice usage of words and phrases applicable to tour and travel operations in Hawaii.

B. Specific

At the end of this unit, the student should be able to:

1. Spell and define a given glossary of travel words and phrases
2. Match travel terms with the appropriate abbreviations
3. Listen to tapes and practice the acceptable pronunciation of these terms
4. Distinguish the usage of a given list of terms in providing services to travelers
5. Select from a given list of current periodicals and guides the travel terms currently in use
6. Translate foreign terms into American terms
7. Complete sentences using the travel terms in describing forms used in the tour and travel operations
8. Apply the terms in conversing with American and foreign visitors
9. Review fifty terms commonly used by the escorts and other industry personnel

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Farris and McElhiney. MODERN TRANSPORTATION; SELECTED READINGS. Houghton Mifflin Company: Boston, Massachusetts.

Lundberg, Donald E. THE TOURIST BUSINESS. Cahrens: Boston, Massachusetts.

McIntosh, Robert W. TOURISM; PRINCIPLES, PRACTICES, PHILOSOPHIES. Grid Inc.: Columbus, Ohio.

Pegram, Dudley F. TRANSPORTATION: ECONOMICS AND PUBLIC POLICY. Richard D. Irwin: Homewood, Illinois.

Peters, Michael. INTERNATIONAL TOURISM. Hutchinson: London, England.

Sampson and Farris. DOMESTIC TRANSPORTATION; PRACTICE, THEORY AND POLICY. Houghton Mifflin Company: Boston, Massachusetts.

Periodicals:

ASIA TRAVEL TRADE

OFFICIAL AIRLINE GUIDES

PACIFIC TRAVEL NEWS

TRAVEL AGE

TRAVEL AGENT

TRAVEL AND LEISURE

TRAVEL TRADE

TRAVEL WEEKLY

Brochures from travel agencies, airlines and other tour and transportation companies.

Pamphlets from various trade associations and travel unions.

Training booklets from airlines, hotels, travel agencies, and tour and transportation companies.

5. AUXILIARY MATERIALS AND CONTENT

Films: various airlines and tourism offices.

6. METHODS OF INSTRUCTION

A. Lecture

B. Drill

C. Student Participation, Assignments

7. COURSE CONTENT

A. Airline Terms

1. Definitions
2. Spelling and abbreviations
3. Pronunciation drill
4. Usage

B. Land Travel Terms

1. Definitions
2. Spelling and abbreviations
3. Pronunciation drill
4. Usage

C. Ocean Travel Terms

1. Definitions
2. Spelling and abbreviations
3. Pronunciation drill
4. Usage

D. Local Travel Terms

1. Definitions
2. Spelling
3. Pronunciation drill
4. Usage

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

MODULE C: TRAVEL ORGANIZATION AND FUNCTIONS

1. COURSE OBJECTIVES

A. General

To analyze the development of the tour and travel business and the functional structures and operational procedures.

B. Specific

At the end of this unit, the student should be able to:

1. Trace the historical evolution of the tour, travel and transportation system and the modes of travel to 1841 A.D.
2. List the 2 factors that enabled the first travel agency to operate successfully in 1841
3. List the contributions of the Thomas Cooke and American Express Companies to travel agency service
4. Know the causes of the rapid growth of the passenger airlines
5. Distinguish organizational structures among travel agencies, airline, ocean, overland, and tour companies
6. Compare job titles and job specifications among employees in the tour, travel, and transportation business
7. Complete sentences describing the methods and types of services provided to travelers by the tour, travel and transportation business
8. Choose correct statements about the future growth trends of the tour and travel business in Hawaii
9. Match the types of services provided by the various ground transportation operators in Hawaii

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

ANNALS OF TOURISM RESEARCH. University of Wisconsin at Stout: Menomonie, Wisconsin.

Farris and McElniney. MODERN TRANSPORTATION; SELECTED READINGS. Houghton Mifflin Company: Boston, Massachusetts.

INVENTORY OF FEDERAL TOURISM PROGRAMS. U. S. Supt. of Documents: Washington, D. C.

LEGISLATORS SEASIDE RESORT STUDY MISSION, State of Hawaii: Honolulu.

Lundberg, Donald E. THE TOURIST BUSINESS. Cahrens: Boston, Massachusetts.

McIntosh, Robert W. TOURISM; PRINCIPLES, PRACTICES, PHILOSOPHIES. Grid Inc.: Columbus, Ohio.

PANORAMA. Harris, Kerr, Forster and Company, Quarterly: New York.

Pegram, Dudley F. TRANSPORTATION; ECONOMICS AND PUBLIC POLICY. Richard D. Irwin: Homewood, Illinois.

Peters, Michael. INTERNATIONAL TOURISM. Hutchinson: London, England.

Sampson and Farris. DOMESTIC TRANSPORTATION; PRACTICE, THEORY AND POLICY. Houghton Mifflin Company: Boston, Massachusetts.

State of Hawaii. TEACHER'S GUIDE; TOUR GUIDE DRIVER JOB. Dept. of Education: Honolulu.

TRENDS IN THE HOTEL-MOTEL BUSINESS, Annual. Harris, Kerr, Forster and Company: New York.

U. S. Dept. of Commerce. SUMMARY AND ANALYSIS OF INTERNATIONAL TRAVEL TO THE UNITED STATES, Monthly: Washington, D. C.

U. S. Dept. of Commerce. TRAVEL PATTERNS OF FOREIGN VISITOR ARRIVALS, Annual: Washington, D. C.

Periodicals:

ASIA TRAVEL TRADE

PACIFIC TRAVEL NEWS

TRAVEL AGENT

TRAVEL AND LEISURE

TRAVEL TRADE

TRAVEL WEEKLY

Brochures from various travel agencies, airlines, ground transportation, tour companies, travel associations and unions.

Training booklets from various airlines, ground transportation, travel agencies and tour companies.

5. AUXILIARY MATERIALS AND CONTENT

Films from various airlines, tourist offices, and transportation companies.

6. METHODS OF INSTRUCTION

A. Lecture

B. Student Participation, Assignments

C. Guest Speakers

D. Field Trips

7. COURSE CONTENT

A. Historical Development of Tour and Travel Services

1. Evolution to 1841 A.D.
2. Development from 1841 A.D.
3. Emergence of modern mode of travel
4. Significance of passenger airlines
5. Current status in Hawaii
6. Future trends

B. Travel Agency

1. Services by pioneer agencies: Thomas Cooke and American Express
2. Services by current agencies
3. FIT and package tour services
4. Organizational structures

C. Ground Transportation

1. Types of services to visitors
2. Hawaii's diversified ground transportation companies
3. Organizational structures

D. Airlines

1. Services by pioneer airlines
2. Airlines today
3. Current services and routes
4. Organizational structures

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

MODULE D: TRAVEL RESERVATIONS

1. COURSE OBJECTIVES

A. General

To comprehend the procedures for handling travel reservations and practice the processes in providing visitor accommodations.

B. Specific

At the end of this unit, the student should be able to:

1. Select from a given list the qualifications of a tour and travel reservationist
2. List the 3 methods of taking a travel reservation
3. Identify 2 major objectives of a reservation system
4. Arrange in order the steps in the procedures for taking a tour and travel reservation
5. Select from a given list, the travel guides used in the reservation process
6. List 5 kinds of information needed on the reservation form
7. Identify procedures in confirming a reservation and completing the required forms
8. Identify procedures to be followed in contacting various sources to reserve travel needs
9. Demonstrate ability to take and confirm a travel reservation
10. State some regulations that effect overseas reservations
11. Name 4 factors that determine the travel rates
12. Demonstrate ability to accept deposits
13. Identify the definition and method of blocking travel space
14. Write 4 advantages for arranging travel needs through an agency

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

AIRLINES OF EASTERN EUROPE, TRANSPACIFIC TRUNK AIR ROUTES, WESTERN PACIFIC TRUNK AIR ROUTES, TRANS-ASIAN TRUNK AIR ROUTES. Douglas Aircraft Company: Seattle, Washington.

Farris and McElhiney. MODERN TRANSPORTATION; SELECTED READINGS. Houghton Mifflin Company: Boston, Massachusetts.

HEARINGS ON FOREIGN COMMERCE AND TOURISM. U. S. Senate, various reports: Washington, D. C.

Lundberg, Donald E. THE TOURIST BUSINESS. Cahners: Boston, Massachusetts.

McIntosh, Robert W. TOURISM; PRINCIPLES, PRACTICES, PHILOSOPHIES. Grid Inc.: Columbus, Ohio.

Pegram, Dudley F. TRANSPORTATION; ECONOMICS AND PUBLIC POLICY. Richard D. Irwin: Homewood, Illinois.

Peters, Michael. INTERNATIONAL TOURISM. Hutchinson: London, England.

Sampson and Farris. DOMESTIC TRANSPORTATION; PRACTICE, THEORY AND POLICY. Houghton Mifflin Company: Boston, Massachusetts.

TRENDS IN THE HOTEL-MOTEL BUSINESS, Annual. Harris, Kerr, Forster and Company: New York.

U. S. Dept. of Commerce. SUMMARY AND ANALYSIS OF INTERNATIONAL TRAVEL TO THE UNITED STATES, Monthly: Washington, D. C.

U. S. Dept. of Commerce. TRAVEL PATTERNS OF FOREIGN VISITOR ARRIVALS, Annual: Washington, D. C.

Periodicals:

ASIA TRAVEL TRADE

OFFICIAL AIRLINE GUIDES

PACIFIC TRAVEL NEWS

RESORT MANAGEMENT

TRAVEL AGENT

TRAVEL AGE WEST

TRAVEL AND LEISURE

TRAVEL TRADE

TRAVEL WEEKLY

Brochures, schedules and related materials from various travel agencies, airlines, ground transportation and tour companies.

Training booklets from various airlines, ground transportation and tour companies.

5. AUXILIARY MATERIALS AND CONTENT

Films from various airlines, tourist offices, and transportation companies.

6. METHODS OF INSTRUCTION

A. Lecture, Demonstrations

B. Guest Speakers

C. Student Assignments, Demonstrations

D. Field Trips

7. COURSE CONTENT

A. The Travel Reservation System

1. Objectives of the reservation system
2. Steps in processing reservations
3. Duties of the reservationist
4. Domestic and international regulations

B. Sources of Information to Process Reservation

   1. Airline guides
   2. Hotel Red Book
   3. Tour tariffs
   4. Busline brochures and schedules
   5. Steamship guides
   6. Other tour guides

C. Proceduring for Taking a Reservation

   1. Methods of handling requests
   2. Computation of space inventory
   3. Confirming the requests
   4. Follow-up procedures
   5. Salesmanship techniques

D. Kinds of Information Needed on a Reservation Card

   1. Personal data
   2. Types of travel mode and accommodations
   3. Number of guests
   4. Rate structures
   5. Arrival, departure dates and time
   6. Special requests

E. Control Meausures Used

   1. Requesting deposits
   2. Handling payment
   3. Cancelling a reservation
   4. Overbooking situations

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

MODULE E: TRAVEL TICKETING

1. COURSE OBJECTIVES

A. General

To comprehend the ticketing process and practice accommodating travel needs of visitors.

B. Specific

At the end of this unit, the student should be able to:

1. List 5 functions of a ticketing desk or office
2. Complete sentences that describe the qualifications of a ticketing agent
3. List 5 travel guides used to schedule a trip and write a travel ticket
4. Distinguish the services and costs between FIT and group or package tour
5. Select from a given problem the different travel rates and routes available for a visitor
6. Demonstrate ability to obtain required information from a client to write a travel ticket and itinerary
7. Apply knowledge of rates and schedules in writing a travel ticket
8. Identify 10 domestic and international regulations that govern travel rates
9. Name the 5 steps in obtaining a visa
10. Write a ticket and an itinerary of a honeymoon couple from New York to Hawaii on a 10-day vacation

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

AIRLINES OF EASTERN EUROPE, TRANSPACIFIC TRUNK AIR ROUTES, WESTERN PACIFIC TRUNK AIR ROUTES, TRANS-ASIAN TRUNK AIR ROUTES. Douglas Aircraft Company: Seattle, Washington.

ANNALS OF TOURISM RESEARCH. University of Wisconsin at Stout: Menomonie, Wisconsin.

Farris and McElhiney. MODERN TRANSPORTATION; SELECTED READINGS. Houghton Mifflin Company: Boston, Massachusetts.

Lundberg, Donald E. THE TOURIST BUSINESS. Cahrens: Boston, Massachusetts.

McIntosh, Robert W. TOURISM; PRINCIPLES, PRACTICES, PHILOSOPHIES, Grid Inc.: Columbus, Ohio.

Pegram, Dudley F. TRANSPORTATION; ECONOMICS AND PUBLIC POLICY. Richard D. Irwin: Homewood, Illinois.

Peters, Micahel. INTERNATIONAL TOURISM. Hutchinson: London, England.

Sampson and Farris. DOMESTIC TRANSPORTATION; PRACTICE, THEORY AND POLICY. Houghton, Mifflin Company: Boston, Massachusetts.

TRENDS IN THE HOTEL-MOTEL BUSINESS, Annual. Harris, Kerr, Forster and Company: New York.

U. S. Dept. of Commerce. SUMMARY AND ANALYSIS OF INTERNATIONAL TRAVEL TO THE UNITED STATES, Monthly: Washington, D. C.

U. S. Dept. of Commerce. TRAVEL PATTERNS OF FOREIGN VISITOR ARRIVALS, Annual: Washington, D. C.

Periodicals:

ASIA TRAVEL TRADE

OFFICIAL AIRLINE GUIDES

PACIFIC TRAVEL NEWS

TRAVEL AGENT

TRAVEL AGE WEST

TRAVEL AND LEISURE

TRAVEL TRADE

TRAVEL WEEKLY

Ticketing forms from various travel agencies, airlines, ground transportation, and other tour and travel companies.

Training booklets from various airlines, ground transportation, tour and travel companies.

5. AUXILIARY MATERIALS AND CONTENT

Films from various airlines, tourist offices, tour and travel companies.

6. METHODS OF INSTRUCTION

A. Lecture, Demonstrations

B. Student Assignments

C. Guest Speakers

D. Field Trips

7. COURSE CONTENT

A. Airline Ticketing Procedures

1. Flight schedules and fares
2. FIT and group rates
3. Domestic and international regulations
4. Ticketing forms
5. Ticketing practices

B. Land Travel Ticketing Procedures

  1. Railway and bus schedules and fares
  2. Package rates
  3. Sightseeing and option tours
  4. Domestic regulations
  5. Ticketing practices

C. Ocean Travel Ticketing Procedures

  1. Steamship schedules and fares
  2. Accommodations and services
  3. Domestic and international regulations
  4. Ticketing practices

D. Writing Itineraries for Travelers

  1. Gathering travel information
  2. Confirming accommodations, dates, and time
  3. Writing schedules and instructions for travelers
  4. Visa requirements

8. EVALUATION

A. Progress Tests 40 percent

B. Student Production 60 percent

MODULE F: TOUR ESCORT SERVICE

1. COURSE OBJECTIVES

A. General

To recognize and evaluate acceptable practices regarding the functions and responsibilities of tour escort service.

B. Specific

At the end of this unit, the student should be able to:

1. Demonstrate the 7 major duties of a tour guide
2. Choose correct statements about the varied information on hotel activities, tours and the community that the guide must know to communicate to his visitors
3. Identify special requests made by visitors
4. State the safety and security measures provided for guests by the guide
5. Know the first aid measures
6. Discuss emergency situations and accidents and what to do
7. Identify personal needs and requests made by visitors
8. Discuss the procedures used by a tour guide in meeting food and beverage needs of visitors
9. Demonstrate the acceptable greetings for Hawaii's various visitors
10. Demonstrate the ability to sell optional tours and activities
11. Using the required format write a report of a tour
12. Complete sentences illustrating courteous manners

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This module is part of the curriculum for hospitality education interrelating the economic, social, and human factors that influence career and personal development.

3. TEXT AND MATERIALS

To be selected.

4. REFERENCE MATERIALS

Books:

Farris and McElhiney. MODERN TRANSPORTATION; SELECTED READINGS. Houghton Mifflin Company: Boston, Massachusetts.

Lundberg, Donald E. THE TOURIST BUSINESS. Cahrens: Boston, Massachusetts.

McIntosh, Robert W. TOURISM; PRINCIPLES, PRACTICES, PHILOSOPHIES. Grid Inc.: Columbus, Ohio.

Pegram, Dudley F. TRANSPORTATION; ECONOMICS AND PUBLIC POLICY. Richard D. Irwin: Homewood, Illinois.

Peters, Michael. INTERNATIONAL TOURISM. Hutchinson: London, England.

Sampson and Farris. DOMESTIC TRANSPORTATION; PRACTICE, THEORY AND POLICY. Houghton Mifflin Company: Boston, Massachusetts.

State of Hawaii. TEACHER'S GUIDE; TOUR GUIDE DRIVER JOB. Dept. of Education: Honolulu.

Periodicals:

ASIA TRAVEL TRADE

PACIFIC TRAVEL NEWS

TRAVEL AGENT

TRAVEL AND LEISURE

TRAVEL TRADE

TRAVEL WEEKLY

Training manuals from various airlines, ground transportation and tour companies, travel agencies and travel unions.

5. AUXILIARY MATERIALS AND CONTENT

Films from various airlines, tourist office, and travel agencies.

6. METHODS OF INSTRUCTION

A. Lectures and Demonstrations

B. Student Assignments, Demonstrations

C. Guest Speakers

D. Field Trips

7. COURSE CONTENT

A. Duties of the Tour Escort

1. Greeting visitors
2. Escorting visitors
3. Checking facilities and needs
4. Providing information
5. Organizing activities
6. Handling safety and security needs
7. Maintaining records and reports

B. Practices in Visitor Services

1. At the airport
2. At the hotel
3. On tours
4. At special activities

C. Special Problems and Needs of Visitors

1. Accidents and illness
2. Lost and found
3. Personal needs
4. Elderly, handicapped and the young

8. EVALUATION

A. Progress Tests	40 percent
B. Student Production	60 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

THE COMPUTER AND ITS ROLE IN SOCIETY*	ICS 100
(Course Title)	(Department and Number)

Course Description:	A non-technical introduction to computers and their use in the modern world. Social benefits and problems created by the computer revolution, and implications for the future. This course may be taken by the non-specialist who is interest in the use of computers in our society. (Equivalent of Kapiolani's DPRO 21 - 1969-73)
Semester Units:	3 Units
Hours Per Week:	3 (Lecture) + 0 (Lab) : 3 (Total)
Purpose and Standards:	Required for certain business majors other than those in Data Processing. Elective for general interest of others.
Prerequisite or Other Entrance Requirements:	None

Date____________________ (Course Outline Written)

____________________ (Approval)

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*This course is presently being taught at Kapiolani Community College.

1. COURSE OBJECTIVES

A. General

To familiarize the non-Data Processing Major with the multiple uses of the computer as well as its limitations and the problems created by its use and misuse.

B. Specific

At the end of this course, the student should be able to:

1. See how computers and their related components interface with man to solve problems in business and society itself
2. Become acquainted with the kinds of attitudes people have
3. Understand the need for order to coexist in a computerized society

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

This course is, by its nature, a general education course.

3. TEXT AND MATERIALS

Sanders, Donald. COMPUTERS AND SOCIETY, 2nd ed. McGraw-Hill: New York

4. REFERENCE MATERIALS

Assorted articles and paperbacks to be chosen by the student in his own area of interest.

5. AUXILIARY MATERIALS AND CONTENT

Films:

Encyclopedia Brittanica Publishing Co. Set of 8mm films

IBM Corp. COMPUTER AND MAN...A PERSPECTIVE. 16mm sound and color film, 25 minutes

IBM Corp. THE INFORMATION MACHINE. 16mm sound and color film, 10 minutes.

Union Carbide. THE 21ST CENTURY SERIES. 16mm sound and color film, 8 reels, 28 minutes each.

Others:

Computer Terminals in Learning Resource Center (LRC)

Field trip to a computer installation

6. METHODS OF INSTRUCTION

A. Class lectures with note taking by the students

B. Films

C. Guest Speakers

D. Individual interviews with people in the community about their use of and views of the computer

E. Individual readings followed by oral presentation

F. Computer Assisted Instruction (on computer terminals)

7. COURSE CONTENT

To be determined on an individual basis according to the needs and desires of the student. Readings, discussions and projects will take the bulk of the student's time.

Generally, will include:

A. Why Study Computers?

B. What Are Computers?

C. What is Their Influence on Society?

D. How Can We Control Them?

E. What About the Future?

8. EVALUATION

A.	Assigned Student Projects	70 percent
B.	Quizzes and Final Exam	30 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

PRINCIPLES AND METHODS* OF SALESMANSHIP	MERCHANDISING 21
(Course Title)	(Department and Number)

Course Description: An introductory course covering the principles and methods of selling. Includes the selling process, preparing and demonstrating with showmanship, closing, sales service, and working with customers.

Semester Units: 3 Units

Hours Per Week: 3 (Lecture) + 0 (Lab) : 3 (Total)

Purpose and Standards: Occupational, Certificate
Occupational, Associate Degree

Prerequisite of Other Entrance Requirements: None

Date June, 1969 (Course Outline Written)

(Approval)

*This course is presently being taught at Kapiolani Community College.

1. COURSE OBJECTIVES

A. General

To apply principles and practices of selling, including the knowledge, skills, and attitudes necessary and desirable in helping customer with their buying problems.

B. Specific

At the end of this unit, the student should be able to:

1. Become aware of the importance of good salesmanship necessary in today's economy regardless of occupational choice
2. Learn and practice the principles and techniques of selling - self, ideas, products, or services
3. Develop self-confidence and poise
4. Develop skill in gaining knowledge of merchandise and translating this knowledge into persuasive selling points
5. Develop skill in giving suggestions and explanations which will appeal to each individual customer
6. Develop skill in determining customer attitudes, needs, and desires by observation of dress, behavior, and conversation
7. Develop approaches and opening sentences that will interest the prospects
8. Develop skill in handling objections from customers
9. Understand the value of suggestion selling to the store and to the customer
10. Develop skill in bringing a successful sale to a close

2. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES

Selling is an economic activity that takes place daily and plays an important role in everyday living. Nearly every person needs to be able to sell - his ability, personality, influence, ideas, and wishes in some way. Selling is entitled to much of the credit for the American high standard of living and way of life.

3. TEXT AND MATERIALS

Kirkpatrick, C. A. SALESMANSHIP, 4th ed. South-Western Publishing Co.: Franklin, Tennesee

4. REFERENCE MATERIALS

Books:

Aspley, John Cameron. SALES MANAGER'S HANDBOOK. Dartnell: Chicago, Illinois

Berelson, B. and G. A. Steiner. HUMAN BEHAVIOR. Harcourt

Bettger, Frank. HOW I RAISED MAYSELF FROM FAILURE TO SUCCESS IN SELLING. Prentice-Hall: Englewood Cliffs, New Jersey

Fortune, WHY DO PEOPLE BUY? McGraw-Hill: New York

Haas, Kenneth Brooks. CASE PROBLEMS IN CREATIVE SALESMANSHIP. Prentice-Hall: Englewood Cliffs, New Jersey

Russell, F. A., F. H. Beach and R. H. Buskirk. TEXTBOOK OF SALESMANSHIP. McGraw-Hill: New York

Thompson, W. M. SALESMANSHIP. John Wiley & Sons: New York

Magazines:

HARVARD BUSINESS REVIEW

JOURNAL OF RETAILING

SALES MANAGEMENT

THE AMERICAN SALESMAN

5. AUXILIARY MATERIALS AND CONTENT

Field Trips:	Ala Moana Shopping Center - Sears Roebuck Co., Ritz Store, J. C. Penney Co., and The Liberty House. Students perform actual purchases and write evaluations of the salesclerk.
Speakers:	Visiting Speakers from 5 major groups - top management, sales executives, professional salesmen, industrial purchasing agent, and wholesale or retail buyers. They introduce a fresh, different point of view.

6. METHODS OF INSTRUCTION

A. Lectures by the instructor using outside resource materials.

B. Sales Demonstrations by professional salesmen and students. This creates learning by observing and anlyzing.

C. Visual Aids - A salesmanship course is more valuable and interesting when visual aids are included. Before showing a film, sufficient background materials should be presented so that students will know what to look for in the film. A summary of the film, quiz, or a discussion should follow [illegible] film presentation.

D. Case Studies - Analyzing case studies at the end of each chapter where students can adapt the principles and techniques learned.

E. Panel Discussions - Members may be students or businessmen, or in combination. An appropriate topic and able members are necessary for effective learning.

F. Chapter Discussion Questions - They provide a good technique for checking on the day-to-day study and achievement of the students.

7. COURSE CONTENT

A. The Field of Selling

1. Personal and Economic Aspects of Selling
2. Types of Selling

B. Background for Selling

1. The Man for the job
2. The Salesman's Company
3. The Company Promotion Program
4. The Salesman's Products
5. The Salesman's Prospective Customers
6. Consumer Motivation
7. The Salesman's Competition

C. The Selling Process

1. Planning the Sales Story
2. Getting and Opening the Interview
3. Telling the Story
4. Demonstrating with Showmanship
5. Handling Objections
6. Closing the Sale
7. Working with Customers
8. Self Management

D. Self Management

E. Industrial and Retail Selling

  1. Industrial Selling
  2. Selling in Retail Stores

F. Sales Management

  1. Building the Sales Force
  2. Managing the Sales Force

8. EVALUATION

Tests

Objective tests provided by the publishers.
Essay test to measure students ability to organize and express ideas.

A.	Tests	25 percent
B.	Classroom Participation	25 percent
C.	Case Study Evaluations	25 percent
D.	Student Demonstrations	25 percent

COMMUNITY COLLEGE SYSTEM
UNIVERSITY OF HAWAII

COURSE OUTLINE FORM

BEGINNING TYPEWRITING*	TYPEWRITING 20, B, C, D
(Course Title)	(Department and Number)

Course Description: An introductory course to develop skills in the use of a (electric) typewriter.

Semester Units: 1 - 3 Unit Modules

Hours Per Week: 2 (Lecture) + 3 (Lab) : 5 (Total) for 5 weeks

Purpose and Standards: Occupational, Certificate of Achievement
Occupational, Associate in Science Degree

Prerequisite or Other Entrance Requirements: None

Date______________________
(Course Outline Written)

____
(Approval)

*This course is presently being taught using a modular approach at Kapiolani Community College.

311

Performance Goals for Typewriting 20B

When the student has completed Typewriting 20B, he will:

1. Have acceptably completed assignments in which he has demonstrated the following:

   a. Correct posture at the typewriter.

   b. Correct finger motions including proper placement of fingers over middle row keys (home row).

   c. Proper use of typewriter parts: margin set, line selector, paper release, carriage return, back space, carriage release, space bar, and shift keys.

   d. Correct insertion and removal of paper.

   e. Correct practice techniques to gain facility in stroking the keys and in the operation of the typewriter.

   f. Composition at the typewriter in rough form from thought starters.

2. Be able to demonstrate in a testing situation a straight-copy typing rate for one minute with not more than two errors a minute (deduction of two words a minute for each excessive error):

   25+ = A
   20 - 24 = B
   15 - 19 = C
   10 - 14 = D

3. Be able to demonstrate in a testing situation knowledge required for skillful typing:

   90 - 100% = A
   80 - 89% = B
   70 - 79% = C
   60 - 69% = D

Rationale:

The lessons in this first module have been programmed to give the student a way to begin using the typewriter quite as he would as an experienced typist.

He will write a sentence in the third lesson. Emphasis is on technique of operation rather than on accurate copy. HOW to type is more important than WHAT is typed is these first lessons. An understanding of technique is critical for a beginner. The manner of stroking and typing with "quiet" hands is emphasized so that he will become an accurate and fast typist. This ability can be attained in an amazingly short time. The student will type rough drafts from thought starters to gain facility to think as he types.

Outline:

Two sources of learning materials are available. Based upon pretest results, the instructor will check lessons from either the SOUND AND MOTION METHOD of the AVT TYPEWRITING for students to complete.

SOUND AND MOTION METHOD FOR BEGINNING TYPEWRITING (using videocassettes)

Page

Lesson 1 The Typewriter and Home Keys 1
Lesson 2 Alphabet (ab cde fg) 5
Lesson 3 Alphabet (hi jkl mn op) 9
Lesson 4 Alphabet (qr st uv wx yz) 12
Lesson 5 Reaching and Stroking to Row of Keys
Above Home Keys 17
Lesson 6 Reaching and Stroking to Lower Row of Keys 21
Lesson 7 Programmed Sentences 24
Lesson 8 Programmed Sentences 28
Lesson 9 Programmed Sentences 31
Lesson 10 Programmed Sentences 35
Lesson 11 Paragraph Material 41
Lesson 12 Paragraph Material 48
Lesson 13 Paragraph Material 53
Lesson 14 Accuracy - Speed - Accuracy 60

AUDIO VISUAL TUTORIAL TYPEWRITING - I (using slide tape)

Lesson 1 The Home-Row Keys/The Space Bar 1
Lesson 2 The H and E Keys/Pica and Elite Type 5
Lesson 3 The I and T Keys/The Period and Left Shift Key . . . 9
Lesson 4 The O, R, and N Keys 13
Lesson 5 The U, U, and C Keys/The Right Shift Key 17
Lesson 6 The P, G, and M Keys 21
Lesson 7 The Q, Y, and X Keys/The Backspace Key 24
Lesson 8 The B, Z, and Comma Keys 28
Lesson 9 The V and Question Mark Keys 31
Lesson 10 Review of Lesson 1 to 9
(Theory Test to be taken after Lesson 13) 34
Lesson 11 Margins and Tab Stops/Building Speed 36
Lesson 12 Building Typing Speed 40
Lesson 13 Building Typing Speed and Skill 42

Performance Goals for Typewriting 20C:

When the student has completed Typewriting 20C, he will:

1. Have acceptably completed assignments in which he has demonstrated the following:

    a. Typing all keys including numbers and symbols.

    b. Typing from handwritten copy.

    c. Correct posture at the typewriter.

    d. Correct position of hands and fingers over the home keys; typing of all keys in relation to the home keys.

    e. Correct spacing after punctuation marks, symbols, and numbers.

    f. Correct finger motions.

    g. Typing in block style: memorandums, personal notes, and postcards.

    h. Application of proofreader's marks.

    i. Backspace from center method for horizontal centering.

    j. Composition at the typewriter in rough from thought starters.

    k. Operation of the typewriter using all machine parts.

2. Be able to demonstrate in a testing situation a straight-copy typing rate for three minutes with not more than one error a minute (deduction of two words a minute for each excessive error):

    30+ = A
    25 - 29 = B
    20 - 24 = C
    15 - 19 = D

3. Be able to demonstrate in a testing situation knowledge required for skillful typing:

    90 - 100% = A
    80 - 89% = B
    70 - 79% = C
    60 - 69% = D

Rationale:

The lessons in this second module have been programmed to give the student additional skill in the use of thw whole typewriter keyboard. Continued good technique in using finger motions with "quiet" hands make it possible for the student to make progress toward fast and accurate typing. Typing from handwritten copy using proofreading marks is a skill needed by everyone using the typewriter. The student will continue to type rough drafts from Thought Starters to gain further facility to think as he types.

Outline:

AUDIO VISUAL TUTORIAL TYPEWRITING - I

		Page
Lesson 14	The 1, 3, and 7 Keys	44
Lesson 15	The 9, 5, and Colon Keys	47
Lesson 16	The Touch and Impression Controls/ The Ribbon Color Indicator/ The 6, 2, and Diagonal Keys	50
Lesson 17	The 8, 4, and Zero Keys	54
Lesson 18	The Hyphen/Spacing Rules for Hyphens, Dashes, Colons, and Periods	57
Lesson 19	The Dollar Sign, Appostrophe, and Quotation Mark Keys and Related Spacing Rules	60
Lesson 20	The Number Symbol, Ampersand, and Right Parenthesis Keys/The Exclamation Point/ Spacing Rules	63
Lesson 21	The Per Cent Sign, Underline, and Left Parenthesis Keys/Related Techniques and Rules	66
Lesson 22	The Asterisk, Fraction, Cent Sign and "at" Sign Keys/Rules for Use of the New Keys	69
Lesson 23	Review of Lesson 11 to 22 (Theory Test to be taken after Lesson 28)	72
Lesson 24	A Memorandum in Block	74
25	Horizontal Centering	79
Lesson 26	Proofreader's Marks	86
Lesson 27	A Personal Note in Block Style	92
Lesson 28	Typing a Postcard	98

SOUND AND MOTION METHOD FOR BEGINNING TYPEWRITING

Lesson 15	Numbers and Symbols
Lesson 16	Numbers and Symbols
Lesson 17	Numbers and Symbols
Lesson 18	Review

Performance Goals for Typewriting 20D:

When the student has completed Typewriting 20D, he will:

1. Have acceptable completed assignments in which he has demonstrated the following:

   a. Typing from handwritten copy.

   b. Typing a personal letter and a business letter in block and modified block form and addressing envelopes.

   c. Correcting errors by using commercial correction paper and eraser; align the paper, and proofread before removing the paper from the typewriter.

   d. Centering columns of information.

   e. Assembling carbon packs and correcting errors on carbon copies.

   f. Setting up and typing thems and manuscripts including outlines and footnotes.

   g. Composition at the typewriter in rough from Thought Starter Slides; organize and revise from rough copy.

   h. Correct practice techniques to increase straight copy rates to levels acceptable for employment tests.

2. Be able to demonstrate in a testing situation a straight-copy typing rate for five minutes with not more than one wrror per minute (deduction of two words a minute for each excessive error):

   40+ = A
   35 - 39 = B
   30 - 34 = C
   20 - 29 = D

3. Be able to demonstrate in a testing situation knowledge required for skillful typing:

   90 - 100% = A
   80 - 89% = B
   70 - 79% = C
   60 - 69% = D

4. Be able to demonstrate in a testing situation the ability to type usable material, corresting typing mistakes so that there are no visible errors, within a 40-minute timed period:

Items	Items Completed
(1) Three-column centering	1 - 4 = A
(2) Personal Letter with envelope	1 - 3 = B
(3) Business Letter	1 - 2 = C
(4) One-page manuscript with footnotes	1 = D

Rationale:

The lessons in this module have been programmed to give the student additional skill in setting up various types of papers on the typewriter. A skilled typist is one who can produce acceptable finished copy of all types: letters, tables, reports, manuscripts, and who proofreads all copy before removing ti from the typewriter. Straight-copy typing is included to increase speed and accuracy in keeping with current employment standards. Composing at the typewriter will aid the typist to become a logical, critical, and creative thinker.

Outline:

AUDIO VISUAL TUTORIAL TYPEWRITING - I

Page

Lesson 29 Vertical Centering 104
Lesson 30 Typing a Personal Letter 109
Lesson 31 Addressing a Small Envelope 115
Lesson 32 Typing a Theme/Composing at the Typewriter 119
Lesson 33 Typing a Business Letter 124
Lesson 34 Review of Lessons 24 to 33/ Composing at the Typewriter 130
Lesson 35 Correcting Errors/Aligning Paper/ Drawing Horizontal and Vertical Lines/ Composing at the Typewriter 132
Lesson 36 Tabulation 136
Lesson 37 Dividing Words/ Composing at the Typewriter 140
Lesson 38 Assembling a Carbon Pack/Correctling Errors on a Carbon Copy 143
Lesson 39 Typing Outlines 148
Lesson 40 Typing an Unbound Manuscript 153
Lesson 41 Typing Top-Bound or Left-Bound Manuscripts/ Preparing a Page-End Indicator 158
Lesson 42 Typing Footnotes in Manuscripts 167

INSTRUCTIONAL STRATEGY:

Group Sessions: Students attend a one-hour a week group session for the module on which they are working. (Typing 20B = Module 1; Typing 20C = Module 2; Typing 20D = Module 3) During this group session, the following activities will take place:

1. Pretesting and interviewing. Recording on permanent record sheet "Lessons to do."
2. Orientation to learning center and learning materials.
3. Demonstrations and critiques of typewriting techniques.
4. Discussion of common problems, progress check up, and individual assistance.
5. Skill reinforcement activities.
6. Presentation of correct practice methods.
7. Review and preparation for testing.
8. Testing.

Learning Center: Students receive instruction individually through multi-media materials which are checked out through the distribution counter. The students selects an appropriate carrel and completes the lesson at his own speed. All work completed for the module is accumulated in the student's folder. Only lessons which are "acceptable" are recorded on the permanent record sheet also found in the student's folder.

Evaluation: When students have completed the lessons which they have been assigned (based on pretest and interview), they request the test for the module. Upon successfully completing the test, the student may proceed to the next module.
Multiple editions of tests are on file in the learning center.

Text Materials:

Roderick, Wanda W. STUDENT HANDBOOK FOR AVT INTRODUCTION TYPEWRITING. Media Systems Corp. 1970.

St. James, Gerald. SOUND AND MOTION METHOD FOR BEGINNING TYPEWRITING. 1972.

APPENDIX C

QUESTIONS FOR PROJECT IMPLEMENTATION

IDENTIFICATION

To analyze and consider the program implementation:

Philosophy and Goals	Does the program and/or curriculums meet systemwide and campus goals?
	Is it included in the Educational Development Plan?
	What student needs will be met?
	What community needs will be met?
	What occupational clusters and learning should be provided?
Curriculum	What are the expected competencies entering students?
	What are the intended learning outcomes of the curriculums?
	What courses or modules will be included in the curriculums?
Instructions	What teaching strategies will be used to develop competencies in occupational tasks?
	What teaching strategies will be used to instill or develop the desired attitudes and values?
	Does the program include internships, laboratory work, field experience, cooperative education?

ARTICULATION

To determine the congruence of the proposed program with programs, curriculums and courses that exist without and within the college:

External Planning Considerations

Is the program congruent with the State Master Plan for Vocational Education?

Is the program congruent with county plans?

Does the program compete or conflict with programs at private institutions in the county or state?

Matriculation

To what extend is matriculation to and from other colleges possible?

Will students from Department of Education be able to matriculate into this program?

To what extent is matriculation to a 4-year institution desirable and possible?

Internal Planning Considerations

Is the program congruent with the objectives of the college?

Does the program complement existing programs?

Can the program replace or be incorporated into any existing programs, curriculums or courses of the college?

RESOURCES

To analyze and compute costs in light of campus priorities and budget:

Instructional	What educational, personal and work qualifications are needed by the faculty teaching in this program?
	What is the maximum class size possible for implementing the program's chosen teaching strategies?
	What is the minimum faculty-student ratio necessary for this program?
	Does the design of the program precipitate time limitations or scheduling problems?
	Does the use of labs or additional courses suggest the use of extended period schedules?
	Does the incorporation of modular units suggest the need to restructure course schedules within semesters?
Capital Investment	Does the program require a substantial capital investment by the college?
	Does the program require new buildings or specialized facilities for housing?
	Does the program require costly instructional equipment or materials?
Support Services	Does the nature of the program require the addition of specialized support services?
	Does the nature of the program suggest the need for additional counseling services?
	Does the nature of the program suggest the need for special placement services?

Support Services	Will the program attract a student population that requires special financial aid? Will the program require the support of remedial education services? Will the program require additional clerical support?
Costs	What will be the cost of additional personnel for the program or the college? What will the program costs be for physical resources? What will be the cost of space and buildings for housing the program?
Revenue	Can a grant be obtained for the program? What costs would it cover? Can state funds be obtained? What special funds are available to defray program expenses?
Other Resources	Are there resources available for the program through the modification of existing programs? Are resources available by sharing of faculty and support staff with other departments, programs, and colleges? What shared outside facilities and services can be used to defray costs for the program?

STUDENTS

To project enrollments, attendance patterns, completion rates and student characteristics for the proposed program:

Enrollment	How many new students are attracted to the college by the program? How many current students are expected to transfer into the program from other programs? How many students from the district or county are expected to enroll? How many students are expected to withdraw from the program before completion?
Graduation	How many students will graduate from the program each year?

EMPLOYMENT

To help instructional and administrative staff determine current and future job market conditions. State agencies and national data should also be consulted in forming opinions regarding employment.

Employment	In what expected geographical boundary will graduates be seeking entry into the work force? What jobs will the students be prepared to do after completing the program? Are there special requirements for employment in the field? What are the future trends of the hospitality industry?
Demand Factor	How many jobs and occupational clusters are available within the expected geographical boundary now? What are the future state and county market projections? What proportion of graduates will be able to find employment? What proportion of graduates will pursue further education or enter another field?
Supply Factor	How many students are available and placed in jobs during matriculation? How many graduates will be available for employment each year? How many of these graduates have been unable to find employment in the hospitality industry? Why? Which employers hire students and graduates? What are the prospects for influencing the job market? What other activities or contacts can be explored?

SUPPORT

To examine internal and external support for the program. The general support of the administration, faculty and students is important. In addition to these internal factors the external support and commitments is desirable.

Internal

To what extent do administrators, faculty and students have positive opinions about the program?

What groups support the program?

Is there a specific commitment to the program by the program's advisory committee?

Does the college curriculum committee approve the program?

Is there commitment to the program from faculty who will be directly involved with the program?

Is there commitment to the program from the Dean of Instruction and Provost?

External

Is there support from other colleges?

Is there support from the systems office?

Is there financial support for the program?

Will sufficient number of students enroll in the program?

Will employers provide jobs for students and graduates?

Is there community support for the program from industry, unions and related local groups or associations?

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REFERENCES

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